ORGANISATIONAL CULTURE AND SERVICE QUALITY : AN EXPLORATORY CASE STUDY BASED INVESTIGATION OF SCOTTISH UNIVERSITIES' RESIDENTIAL FUNCTION

Sherief H. Hammady

A Thesis Submitted for the Degree of PhD
at the
University of St Andrews

1999

Organisational Culture and Service Quality: An Exploratory Case Study Based Investigation of Scottish Universities' Residential Function

Sherief H. Hammady
The Department of Management
The University of St. Andrews
PhD in Management Studies

December 1999

Th D464

I, Sherief Hammady, hereby certify that this thesis, which is approximately 96,391 words in length, has been written by me, that it is the record of work carried out by me and that it has not been submitted in any previous application for a higher degree.

date..9..Dec/.1999 signature of candidate..

I was admitted as a research student in October, 1994 and as a candidate for the degree of PhD in October, 1994; the higher study for which this is a record was carried out in the University of St. Andrews between 1994 and 1999

date..9..Dec/.1999 signature of candidate.

I hereby certify that the candidate has fulfilled the conditions of the Resolution and Regulations appropriate for the degree of PhD in the University of St. Andrews and that the candidate is qualified to submit this thesis in application for that degree.

date..9. xii. 99....... signature of supervisor..

In submitting this thesis to the University of St. Andrews I understand that I am giving permission for it to be made available for use in accordance with the regulations of the University Library for the time being in force, subject to any copyright vested in the work not being affected thereby. I also understand that the title and abstract will be published, and that a copy of the work may be made and supplied to any bona fide library or research worker.

date..9..Dec/.1999 signature of candidate..

Abstract

Research on the relationship between organisational culture and service quality is still in its early stages. Mostly, the evidence in such research tends to be either prescriptive or anecdotal. Based on the literature survey conducted it is the purpose of this study to offer a framework by which both concepts could be integrated. Utilising an exploratory case study design, qualitative and quantitative data from two Scottish Universities' student residential services has been collected. Quantitative data was collected through student service quality questionnaires. Performance based measurement was deemed the most appropriate. Qualitative data was gathered through in-depth interviews with members of the service as well as the examination of organisational publications. Association between questionnaire variables as well as the coding of the qualitative data, formed the backbone of two case studies examining the interaction between organisational culture and service quality. It has been demonstrated from the data the utility of the framework, in terms of data fit as well as explanatory power. It has been found in the results that the existing organisational cultures put more of an emphasis on tangible aspects of the service package. However, this research aims to demonstrate that an equal emphasis on the intangible service aspects is needed. That is potentially, the intangibles may offer more in terms of the enhancement of the service experience. Consequently, organisational culture analysis is put forward as the means for enhancing the intangibles of the service.

Contents

Tables

Figures

Acknowledgements

My gratitude is extending to many people that have contributed professionally to this study as well as personally to the author. My family's support, my father, mother and sister, throughout the period of research, has been overwhelming. This generosity was experienced on the emotional / psychological side in addition to the financial side. For this I am forever indebted. Endless thanks to my supervisor, Professor Peter McKiernan, whose advice whether academic or personal has been invaluable. His contributions have provided me with a richer learning experience, and his support has often illuminated my way. I would also like to thank my internal examiner and chairman of our department Professor Mo Malek, and my external examiner Professor Colin Egan for their constructive feedback regarding this work.

The people that have participated in the case studies from the Universities of St Andrews and Strathclyde have been ever so helpful. I appreciate the time they have sacrificed and I hope this research will be of benefit to them. Specific thanks would go to Mrs Barbara Manson and Mr Roger Smith for their help. I would also like to thank all the students that took the time to add their input to my research.

The friends that I accumulated over the years have had a great influence on counteracting the isolationism that is so inherent in the doctoral experience. Furthermore they have added colour and dynamism to my personal life. In the following list (randomly organised) I will attempt to mention the names of some of the friends that I would hope to be able to thank personally for their great spirits. My thanks and appreciation to Martina Pallas, Ihab El Sakkout, Naruhiko Tosa, Wael Shaker, John Cunnigham-Davis, Ehab El Gendy, Jane Binks, Nicholas Jacobs, Tarek El Boulkiny, Elke Franke, Farzana Malik, Kate Harrison, Alexandra Hippesely and anybody else that I might have foolishly forgotten to mention.

Introduction

Research on the relationship between organisational culture and service quality is still in its early stages. (Turner & Spencer, 1997) The evidence in such research tends to be prescriptive rather than empirically instigated. Based on the literature survey conducted, it is the primary purpose of this study to offer a framework by which both concepts could be integrated.

Utilising an exploratory case study design, qualitative and quantitative data from two Scottish Universities' student residential services has been collected. The traditional approach to examining service quality involves the measurement of customer perceptions to establish the standard of service delivered. Quantitative data was collected through student service quality questionnaires. Performance based measurement was deemed to be the most appropriate method. This is sufficient to answer the question of what standard of service is being delivered. On the other hand to understand the how and the why, there is a need to look at the service provider and specifically, in a service context, the people dimension. This is due to the nature of a service, and in the case of residential services the constant interaction between the customer and the provider. Qualitative data was gathered through in-depth interviews with members of the service as well as the examination of organisational publications. The concept of organisational culture is a powerful tool by which a research gains insight into the workplace, including the people perceptions of the customer as well as the 'way things are done.' The people's interaction with the customer will be tainted by what the organisation espouses as well as what the culture, including its various sub-groupings and individual members, values. To truly capture the intricacies of organisational culture, the case study design was deemed the most suitable method.

Observed relationships between questionnaire variables and coding of the qualitative data formed the backbone of two case studies examining the interaction between organisational culture and service quality. It has been demonstrated from the data the utility of the framework, in terms of data fit as well as explanatory power. It has been found in the results that the existing organisational cultures put more of an emphasis on tangible aspects of the service package. However, this research aims to demonstrate that an equal emphasis on the intangible service aspects is needed. That is potentially, the intangibles may offer more in terms of the enhancement of the service experience. The effect of organisational culture on intangible organisational performance makes it a viable analytical tool to aid in improving the service (Woods, 1996). In this respect, organisational culture analysis is put forward as the means of enhancing the intangibles of the service.

Therefore, in this study we aim to respond to several ambiguous areas in the literature, and specifically hope to:

- Explore the measurement issues concerning service quality and its dimensionality;
- Examine organisational culture and attempt to reconcile the different views and conceptualisations evident in the literature;
- Propose a framework for examining service quality and organisational culture;
- Explore the debate regarding suitability of method when researching culture from a marketing point of view;
- Construct an instrument to capture students' perceptions of service quality;
- Demonstrate the soundness of the proposed framework;
- Explore issues further through aggregation of data;
- Relate that back to operations and offer managerial advice.

This study fits in with recent research examining service quality through the organisational behaviour lens.(Deshpandé & Webster, 1989; Deshpandé et al., 1993; Turner & Spencer, 1997; Harris, 1998; Harris & Ogbonna, 1999) Utilising the knowledge gained in the organisational behaviour field, we attempt to describe a more complete and realistic theory of service quality. Through recognising the inevitable influence of organisational culture on the delivery and management of services, we are able to further examine and test factors that may contribute to satisfaction or dissatisfaction with a service. In this sense our contribution would be directly related to the marketing and service quality literature, although our approach to the subject has not been necessarily conformant to the mainstream marketing research.

Structure of the Study

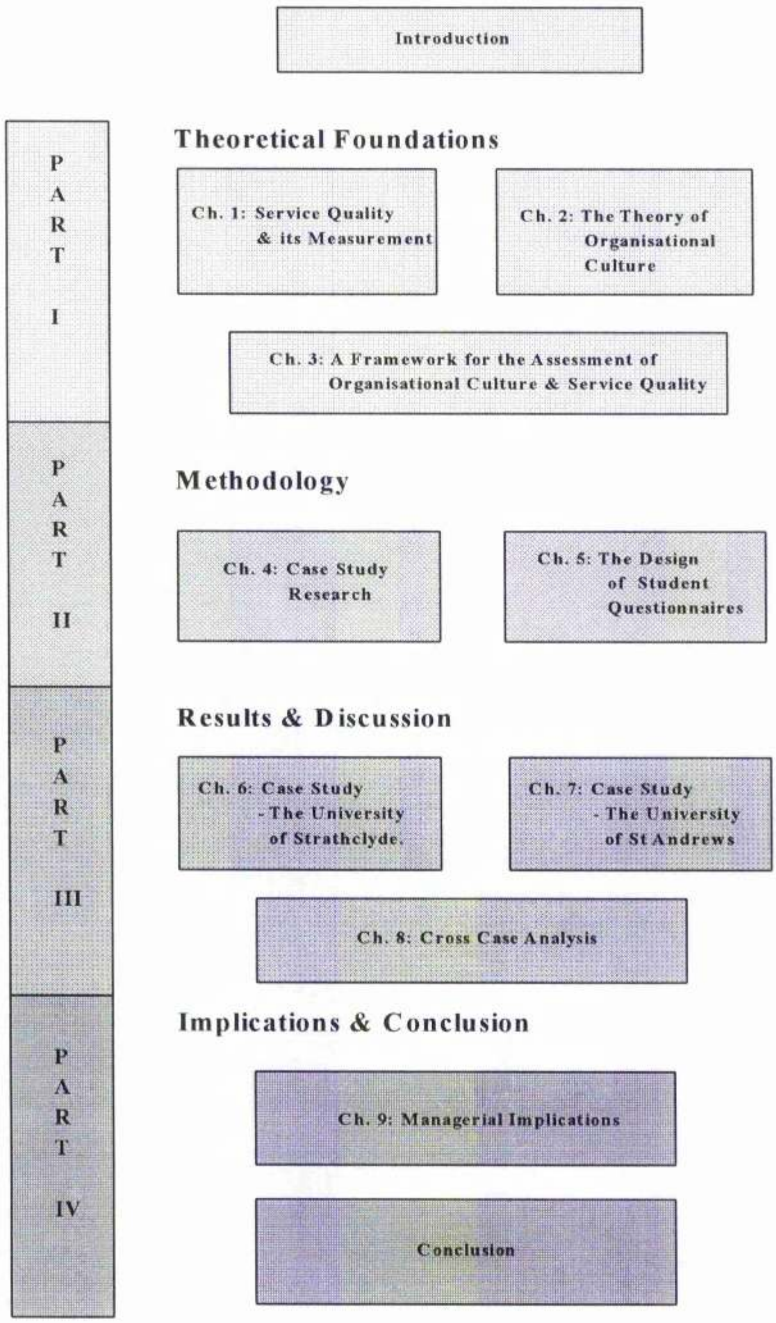
To fulfil the aforementioned objectives, the study is divided into four parts. Part one is the theoretical foundations, where issues pertaining to service quality and organisational culture are explored. At the end of it, a framework for examining organisational cultures and service quality is proposed. Part two explains the methods employed in the empirical part of the research, including the exploratory case study design and service quality questionnaires. Part three, is a presentation of the empirical evidence, comprised of two integrative case studies, and a cross case analysis where tangents from the two cases are demonstrated. The final part is the managerial implications of the study and we conclude by demonstrating limitations and theoretical implications. The figure below is a graphical presentation of the structure of this thesis. For the readers' convenience and to facilitate the navigation of the study, we have displayed an arrow at the top right of every page to show where the current page is, in relation to the whole work.

Specifically, chapter one is a survey of the service quality literature. Closely related is the concept of customer satisfaction and thus an examination of both concepts is undertaken. Since our interest is the measurement of service quality, different measurement techniques are examined. Performance based measurement is deemed to be the safest method. The theoretical foundations of organisational culture are examined in chapter two. An overview of the differing definitions of culture leads us to propose viewing culture at different levels of analysis. Through that, not only can we reconcile the seemingly contradictory views, but also have an operational definition of culture. Chapter three is the last theoretical chapter, where we examine some of the work that has been specifically written on the interface between organisational culture and service delivery. We conclude this chapter with a theoretical framework.

The two method chapters are complementary. In chapter four we go over the case study design, which will be shown to be the most appropriate method due to its emphasis on contextual data. We utilise the exploratory case study design whereby qualitative data is complemented by quantitative data. Chapter five is a comprehensive survey of questionnaire design elements, the conclusion of which is a pretest of the designed instrument.

Having constructed a theoretical framework and reviewed the methods employed, chapters six and seven are the presentation of the two case studies. The two cases are organised under the same main headings, but the different themes that have arisen show the uniqueness of each culture. These observed differences are further highlighted in chapter eight. A main finding of this study is the emphasis put on the tangible aspects of the service by the existing organisational cultures. We will attempt to point out the importance of the intangibles of the service in a hospitality context, as a mean for achieving higher levels of customer satisfaction. To this end the rest of the discussion is geared towards an exploration of how this could be achieved from a managerial standpoint in chapter nine. We conclude this study with the theoretical implications of our research, noting its limitations, and suggesting directions for further research.

Plan of the Study



Part I: Theoretical Foundations

Part one is comprised of three chapters, and aims to produce a working framework to aid in the empirical investigation. The framework presented in chapter three relies on the assumption that service quality is a product of the existing organisational culture. In a service context, the way people behave and act is of utmost importance to the service delivery. Furthermore, the values and appropriate behaviour are affected by the organisational culture. Chapter one is a presentation of the concept of service quality and its relationship with customer satisfaction. The measurement of service quality is, also, examined. Chapter two is a presentation of organisational culture theory. The integration of the ideas from chapters one and two paves the way for the examination of studies relating the two fields in chapter three.

Chapter 1: Service Quality and its Measurement

1. Introduction

This chapter offers an overview of the service quality (SQ) literature, providing the background to this research. As will be demonstrated in the literature review, there are several areas of debate. We will argue that a differentiation between the concepts of SQ and its historical antecedent customer satisfaction (CS) is required[1]. This will take us into explaining the theoretical basis in addition to the different techniques of measurement. Performance based measurement is shown to be the safest measurement method.

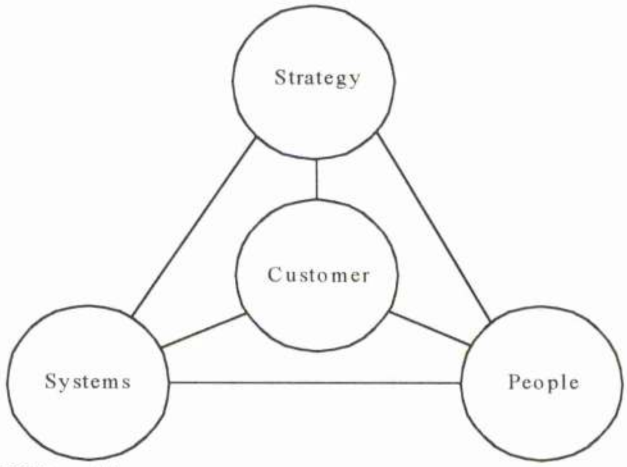
1.1. Customer Orientation

Central to the concept of marketing is a focus on the customer. As a result of the obvious profitability associated with keeping the customer happy, manufacturers as well as service providers have been adopting a customer-based approach to management. This is a transition from focusing on the product during industrialisation, to focusing on profits from economic theory, then, to focusing on employees according to the humanistic approach to management, finally to focusing on the customer as the era of marketing and consumerism arrived.

'Customer orientation', 'marketing driven', 'customer focus' are all different terms for the same attitude, which is to emphasise the crucial importance of the market needs and CS. Service organisations which need to adopt a customer orientation should be conceptualised in an appropriate way. The notion is straightforward. The idea is to put the customer in the centre of operations. Albrecht's (1992) 'Service Triangle' shows systems, strategy and people as evolving and revolving around the customer, shown in Figure (1-1).

[1] It is interesting to notice that some reviews of the SQ research tend to overlook this link. (For an example, see Johns, 1996)

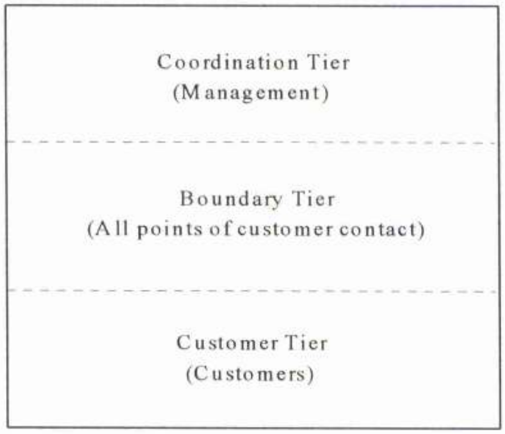
Figure (1-1): Albrecht (1992): The Service Triangle



Source: Albrecht (1992), p. 14.

Schneider & Bowen (1995), on the other hand, think of a service business as comprised of three tiers; co-ordination, boundary, and customer tier. Figure (1-2) is a graphical representation of the three tiers. The customer tier calls for the importance of meeting the customers needs and brings attention to the ultimate aim of a service organisation: delivering good service. The customer is considered as the foundation of the organisation and its reason for existence. The boundary tier stresses the importance of the customer contact; which could include employees, physical facilities or communications and is in contact with the customer. The co-ordination tier which expresses the special function of management in a service organisation as co-ordinators backing up the boundary tier and not controllers nor leaders. In Figure (1-2), the tiers have permeable boundaries to emphasise the flow from co-ordination to customer and, may be, vice versa. Both models emphasise the recent stream of marketing thinking and specifically service marketing. Mainly, for a service organisation, marketing is about gearing the whole organisation towards a customer based stance, and not just concentrating on selling the product. This view is the first brick of the long road to quality.

Figure (1-2): Schneider & Bowen (1995) Three-Tiered View of Service Organisations



Source: Schneider & Bowen (1995), p.7.

1.2. Service Quality

The nineteen eighties saw the prominence of the notion of SQ. Managers as well as writers marketed the idea, giving promises of increased profitability and customer loyalty. In order to understand what is meant by service quality, first we have to address what is meant by a service.

1.2.1. Definition of a Service

A service is a product that you can not wrap or take home. A service has certain special characteristics that differentiate it from a good. Firstly, it is an intangible product that could not be touched or seen as it is mainly a performance and with the end of it, nothing has changed ownership. Secondly, it is produced and consumed at the same time. Thirdly, it is heterogeneous in the sense that different customers and different producers will interact, with the service as an outcome.
Grönroos (1990) captures all components of a service in his definition:

> "A service is an activity or series of activities of more or less intangible nature that normally, but not necessarily, take place in interactions between the customer and service employee and/or physical resources or goods and/or systems of service provider, which are provided as solutions to customer problems" (p.29)

A service is thus very hard to standardise. The service is an interaction, and the closest standardisation that could be achieved, is by automating every aspect of a service. Until this can be realised, there is a need to search for ways to improve the outcome of a service or to put it formally: SQ

1.2.2. Definition of Service Quality

Historically speaking, quality has been defined in numerous ways. For a product oriented manufacturing organisation, quality would be conformance to the industry standard. This standard is usually an agreed upon set of specifications of a certain product of which an example would the ISO9000 quality standard. The purpose of such a standard is to make sure that the customer receives a 'fit for purpose' product, as well as guaranteeing that all producers would yield a satisfactory product. A conformance to specifications definition of quality is quite difficult to apply to a service product. The intangible nature of a service, as defined above, makes it impossible to set a certain standard. Thus scholars have turned down the conformance to requirement in favour of customer needs or expectations. SQ is then the degree of which a service could fulfil a customer's needs. It follows that SQ is in the eyes of the customer; that is the subjective judgement of the customers is SQ. We feel there is no need to present a more formal definition than this, as what has been stated is sufficient for our purposes. This definition highlights the importance of turning to the customers' opinion as a base for a SQ strategy.

When addressing the concept of SQ, we would like to point out that a technique like Total Quality Management (TQM) is a way of implementing quality, and is different from SQ as a concept. TQM is considered as a quality improvement program that has its own assumptions and implementation rules and is more specific than SQ, as the latter could lend itself to numerous ways of implementation. Hackman & Wageman (1995) mention that TQM's assumptions include a focus on top management as the bearers of the quality torch, as well as employees that are committed to quality and backed up by friendly appraisal systems. Such assumptions might be applicable to the SQ construct, however, the use of cross-functional teams or scientific performance measurement (e.g. control charts) are specific methods to TQM. It remains to be said that formal measurement of SQ is at the heart of the construct. Measurement of the customer's view is the most effective method for the proper evaluation of SQ.

2. Service Quality Measurement

Researchers in SQ have given much attention to the measurement issues involved. The measurement of SQ is controversial due to definitional and operational problems. The literature exhibits a progression from previous research in CS, which in turn poses ambiguity to the relationship between the two constructs. This section aims to review the major lines of argument concerning definition and operational issues in SQ measurement.

The following sub-section will attempt to give a brief review of CS literature, together with the theoretical linkages to SQ. Here, the CS literature is considered as an antecedent to the SQ movement, and we will argue the same concerning measurement. The evaluation of a very popular model for SQ[2] by Parasuraman, Zeithaml & Berry (1985) (denoted by PZB hereafter) and labelled the gaps model, will pave the way to discussing the measurement of SQ. Emerging alternative measurement bases are finally discussed for a concluding summary.

2.1. Customer Satisfaction Literature

CS theory, as explained by authors on the subject (cf. Oliver 1980, Churchill & Surprenant 1982, Tse & Wilton 1988), relies on two concepts; 'perceived product performance' and 'customer expectations'. Perceived performance is the performance of the product on different criteria of the offering; categorised as 'instrumental' or 'expressive' types of performance by Swan & Combs (1976). A third influence is the interaction among these two variables, which is called 'expectancy disconfirmation'. The paradigm occupies a central position in CS measurement, and as we will argue later, in SQ measurement.

---

[2] Judging from the amount of literature dealing with this model as opposed to other models.

2.1.1. Expectancy Disconfirmation

The disconfirmation paradigm gained prominence due to several studies that analysed the consequences of over/understatement of product quality on CS. Dissonance and contrast theories were bases for arguments concerning the relation of effects of promotional activities on expectations and perceived performance. (cf. Cardozo 1965, Anderson 1973, Olshavsky & Miller 1972) The disconfirmation paradigm underlies the relationship between performance and expectations. It is based on the notion that customers compare their perceptions of the service with their expectations of it. Expectations, then, according to Churchill & Surprenant (1982) are:

1. Confirmed when performance is perceived to be equal to expectations;
2. Negatively disconfirmed when performance is perceived to be lower than expectations;
3. Positively disconfirmed when performance is perceived to be higher than expectations.

It is important to note that in CS studies utilising the disconfirmation paradigm; disconfirmation was measured by using semantic-differential items, as in better than expected or worse than expected. (cf. Oliver 1980; Churchill & Surprenant 1982; Bolton & Drew, 1991a) Expectations were not exclusively measured through asking subjects, but mainly manipulated in an experimental setting. (cf. Anderson, 1973; Cardozo, 1965; Oliver, 1980; Olshavsky & Miller, 1972; Tse & Wilton, 1988) Customer expectations in the CS studies were variables manipulated in an experimental setting, otherwise they were measured before the subject's experience with the service. (cf. Cadotte et al., 1987)

Research has shown that there is one limitation to the disconfirmation paradigm. According to Bolton & Drew (1991b) disconfirmation influences customer attitudes only when the service change occurs outside the range of experience-based norms. In that case, a favourable disconfirmation experience would have a positive effect on customers' attitudes and vice versa. Due to the longitudinal nature of this study, the effect of disconfirmation on attitude could be monitored over time and was found to have a diminishing effect. We will return to this point below, when discussing continuously provided services. The utilisation of the disconfirmation paradigm in Bolton & Drew (1991a & b) — who were addressing SQ not CS — highlights a controversial issue in the SQ literature; mainly its theoretical relationship with CS. Although the nature of the relationship is not clear, as we will explain below, it is accepted that the disconfirmation paradigm forms the basis for understanding both concepts[3].

2.1.2. Customer Satisfaction and Service Quality

There is an ongoing debate concerning the relationship of the two constructs. The notions of CS and SQ appear to be intuitively similar. Services must be "excellent" so as to satisfy the customer. The segregation of the two concepts seems to be hard. CS is obviously the ultimate goal for the provision of a quality service, which in turn leads to profitability. The literature has reflected this difficulty, especially when it comes to customer expectations. For example, customer expectations in the satisfaction literature refers to anticipated performance. (Churchill & Surprenant, 1982) On the other hand, SQ literature according to PZB (1988) treats expectations as the 'desired' level of service; in contrast to expectations as 'predictions' of the level of service. The issue of expectations and its many definitions has created a state of confusion for researchers working in the two fields of CS and SQ (Thompson & Suñol, 1995[4]). This is coupled with the blurred conceptual distinction between the two constructs, which ultimately, does not offer clear guidance to researchers nor contribute to the effectiveness of the measurement techniques.

Both concepts were described as similar to an attitude. Churchill & Surprenant (1982) state that:

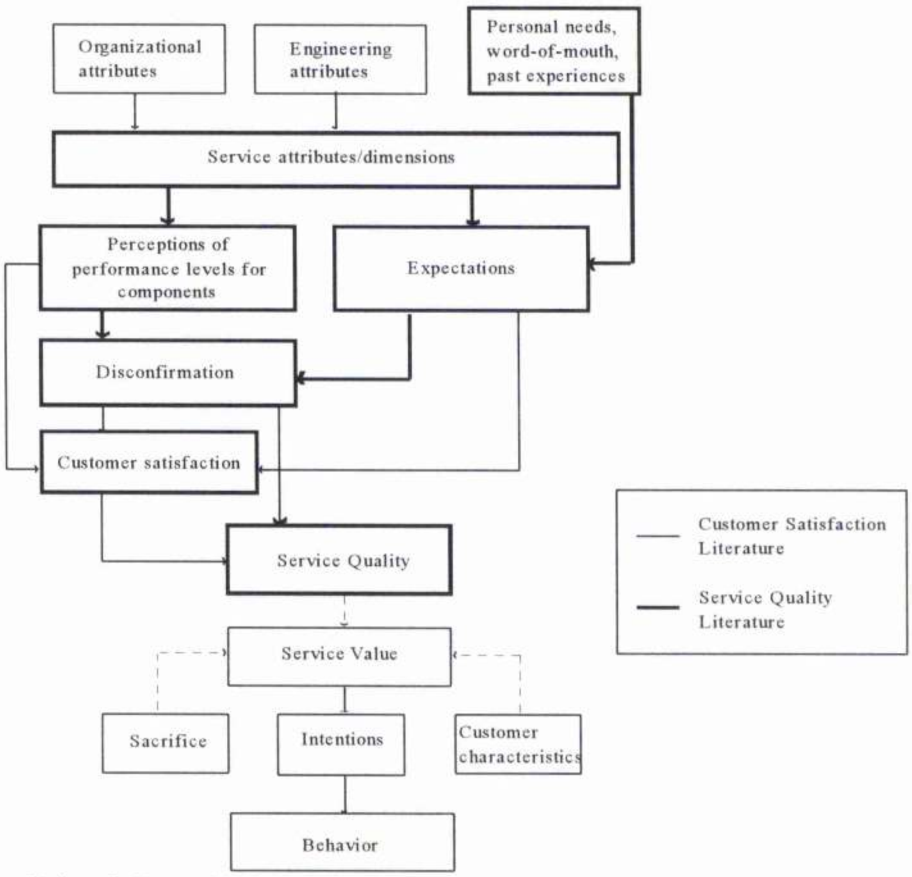
> "Operationally, satisfaction is similar to attitude in that it can be assessed as the sum of the satisfactions with the various attitudes of the product or service." (p.493)

[3] For example, Pitt & Jeantrout (1994) present the disconfirmation paradigm as the theoretical basis for SQ and CS.

[4] The authors have undertaken a literature survey spanning several social science disciplines including marketing and have found four types of expectations: Ideal, Predicted, Normative and Unformed.

This conceptualisation of CS is surprisingly similar to conceptualisations of SQ; consider for example PZB's (1988) definition of perceived SQ as "...a global judgement, or attitude, relating to the superiority of the service." The authors, probably recognising this, try to clarify the confusion by stating that satisfaction is related to a specific transaction.[5] The service literature, according to Cronin & Taylor (1992), "...has left confusion as to the relationship between CS and SQ." (p.56)

Figure (1-3): Bolton & Drew (1991) Multistage Model of Customers' Assessment of Service Quality and Value



Source: Bolton & Drew (1991a), p.376

The clear correlation between the two concepts might have led to Bolton & Drew's (1991a) proposition of a model of SQ that includes CS and the

[5] If quality is considered as a customer global attitude, then Bolton & Drew (1991b) are in accordance with this conceptualisation. They state that "Customer satisfaction refers to a customer's evaluation of a specific transaction. In contrast, a customer's attitude corresponds to a global evaluation of the product/service, rather than an evaluation of a specific transaction." (p.2)

disconfirmation paradigm; shown in Figure (1-3). A consequence of this model is that SQ is directly affected by disconfirmation and indirectly affected by disconfirmation, expectations and performance. The theoretical linkages in Figure (1-3) are shown in bold lines if they apply to SQ; otherwise they apply to CS.

The aforementioned authors follow the conceptualisation that the aggregation of CS with certain aspects of the service will eventually contribute to a global evaluation of SQ. The same idea is evident in Bitner & Hubbert (1994). From a critical incident experience in service encounters, the authors hypothesise that the aggregation of dis/satisfaction of service encounters leads to an overall service dis/satisfaction. Environmental factors like word-of-mouth and advertisements or other means of communications[6] interact with the overall service satisfaction to reflect SQ.

These models demonstrate the relationship between measurement and theorising in the SQ literature. Previous measurement in CS had an experimental flavour with manipulated (in an experimental sense) variables, and products tended to be goods or encounter specific service settings; as in a restaurant. It follows, then, that assigning CS to a transaction-specific or an encounter-specific level is in accordance with previous research. On the other hand, SQ measurement supported by the SERVQUAL instrument — reviewed below — tends to be universal and more of an attitude measure, and thus is not based on the aggregation of specific CS service encounters.

A different argument is provided by Cronin & Taylor (1992). They conclude that CS is an antecedent of perceived SQ. According to PZB (1994a), Cronin & Taylor's data shows a high correlation between the overall quality measure and CS of 0.8175. PZB proceed to state that Cronin & Taylor (1992) ignored this fact and proceeded to make causal inferences regarding SQ and CS. If the criticism applies, then there is no proof that CS precedes SQ. The fact remains, though, that theoretically the two concepts seem to be explained by the same variables.

To complicate matters more, Teas (1993) proposes integrating the transaction specific perspective with the global attitude by having two perceived quality concepts. The first is the transaction-specific quality which is the "the transaction-

[6] Explained by Grönroos (1990) as the customer's perception of the organisation's image.

specific performance component of contemporary consumer satisfaction models." In this context transaction-specific satisfaction is a function of transaction-specific quality. Consequently, transaction-specific satisfaction is a predictor of "long-term relationship quality" which is synonymous with the global attitude specified by SQ researchers. Guided by the above conceptualisation, PZB (1994a) offer an integrative model of transaction-specific/global and SQ/CS. The model actually tries to accommodate for all the recent views concerning the relationship of the two constructs. At face value, this model is a more flexible suggestion than Cronin & Taylor's (1994) to limit the influence of SQ to global long term attitude and CS to transaction-specific opinions. On the other hand, it is our belief that as a consequence of research failing to differentiate between the two constructs, an attempt is being made to mend the shortcoming by complicating matters more. The models may be theoretically viable, but to obtain empirical proof could be a difficult task to achieve.

We have deliberately gone through a detailed description of some of the studies examining the relationship between CS and SQ to highlight several points. Firstly, the literature does not offer a clear distinction between the two constructs, and this is evident by the divergent views presented above. Secondly, practitioner oriented literature tends to reflect the same observation with the concepts often used interchangeably. Thirdly, the only distinction that can be made at the present situation is to limit CS to encounter specific experiences as previous research on CS has done. Consequently, global and long term attitudes could be assigned to SQ. Finally, the main problem of SQ research is that it is actually based on CS models. This is discussed in the next sub-section. So, is there any benefit from the SQ concept? Should it even be considered in light of its similar nature to CS? We will try to offer answers to these questions below. The focus of discussion is the critical evaluation of the Gaps Model; a pillar of SQ research[7].

[7] Evident from the amount of research in SQ measurement dedicated to the Gaps model and SERVQUAL.

2.2. Service Quality Literature

The beginning of the 1980's witnessed an increased focus on the concept of SQ (For example, Grönroos, 1982). As a response to such a concern, PZB (1985) addressed the conceptualisation of the construct in an exploratory study. Their study has been influential on SQ research, reinforced by the authors' continuing follow-up publications for the last ten years.

2.2.1. The Gaps Model

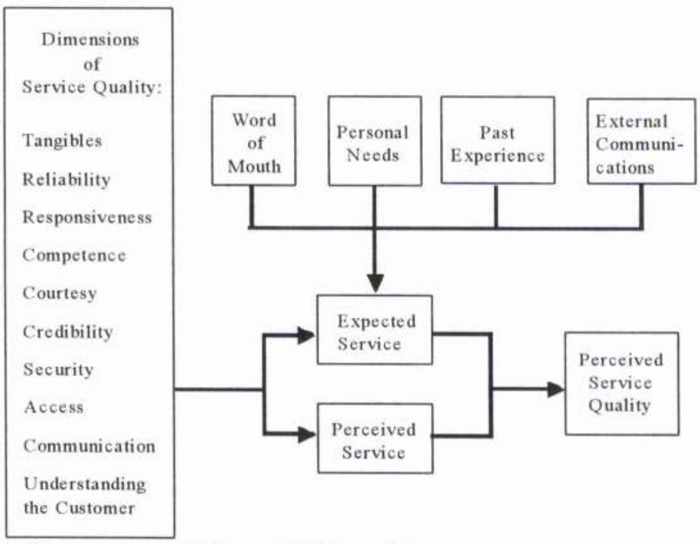
The Perceived Service Quality component of the model, Figure (1-4), is the highlight of the PZB (1985) study. Inline with the disconfirmation paradigm outlined earlier, they propose that service quality depends on the "...discrepancy between the expected service (ES) and perceived service (PS)"; so that:

1. If ES>PS then SQ is less than satisfactory, and will be unacceptable with an increase in the difference;
2. If ES = PS then SQ is satisfactory;
3. If ES<PS then SQ is more than satisfactory, and will be ideal with increase in the difference.

Although the researchers claim that the perceptions minus expectations (P-E) evaluation of SQ is based on discussions undertaken in focus groups; the inescapable similarity to the disconfirmation paradigm renders it an old gift with a new ribbon. The distinctive aspect of the P-E Model is attributed to the expectations component which pertains to excellence in services according to the customer. The soundness of the model, as proven in previous CS research, is unarguable. Whether it should be a SQ model is open to debate. The measurement instrument that supports the model is more of a concern as it undermines the utility of such a conceptualisation.

Using their conceptual base, PZB (1988) designed the SERVQUAL instrument to measure perceived SQ. The instrument is a set of 22 statements that are repeated to measure perceived performance and desired expectations. The SERVQUAL was designed to be general enough to accommodate for various service settings, but the authors do emphasise that it has to be tailored to the specific needs of every service. The ten dimensions, shown in Figure (1-4) as the determinants of SQ, were later truncated into five dimensions to aid the reliability of the construct[8]. The dimensionality of the SERVQUAL instrument is examined in section (2.2.3). The following section will try to summarise the arguments mounted against the P-E Gap Model.

Figure (1-4): Zeithaml, Parasuraman & Berry (1990) Customer Assessment of Service Quality



Source: Zeithaml, Parasuraman & Berry (1990), p. 23.

2.2.2. P-E Gap Model Criticisms

The popularity of the model attracted numerous arguments against it, Teas (1993) states that:

> "...the validity of the P-E service quality gap concept and corresponding measurement framework is questionable because of a number of problems involving conceptual and operational definitions of the concept of expectations and the resulting ambiguity with respect to the theoretical justification and interpretation of the P-E perceived quality framework." (p.18)

We have argued so far that the P-E gap is a replication of the disconfirmation paradigm under a different label. The use of the SERVQUAL instrument to collect expectations as well as perception measures for the same items, is in congruence with the theoretical claim. The respondents, on the other hand, do

[8] The five dimensions are tangibles, empathy, reliability, responsiveness and assurance.

answer for the expectations measure at the same time as the perceptions measure. Previous research relying on the same logic (in CS) tended to collect expectations data before the product is delivered. Criticisms against the P-E measurement framework fall into two categories, as mentioned by Teas (1993) above, either conceptual or operational. The criticisms discussed below are mainly directed against the expectations component of the P-E gap.

2.2.2.1. Conceptual Problems

The expectations measurement in SQ has been conceptually questioned by Carman (1990). He suggests that the measurement of expectations should be a function of the experience the respondents have with the service. In the case of new users, expectations can be set to zero for they would not know what to expect; that is expectations change with familiarity. In order to assess the value of the expectations measure, information on the familiarity of the service has to be collected. Consequently, if the service is standard over long periods, then expectations should be measured infrequently. The above argument is consistent with previous research by Churchill & Surprenant (1982). Using an experimental design in addition to attitude measures, they found that satisfaction with a durable product depends only on perceived performance with unexplained variation equal to 12%. The use of a durable good was a departure from satisfaction studies that were mainly concerned with cheaper non-durable goods. Expectations, then, might not have been formed in the first place because the product was a new technological innovation.

The same argument could also be observed with continuously provided services. Bolton & Drew (1991a) in a study of a continuously provided service (telephone service) have argued that respondents did not consider expectations in their evaluation of SQ. The authors have conceptualised perceived quality as a function of performance and disconfirmation. The inclusion of disconfirmation was due to service deregulation, which means that customers may have experienced service changes. Conceptually, "...the distinction between customer satisfaction and attitude becomes rather blurred for frequently or continuously provided service." (Bolton & Drew 1991b, p.2) The results of Bolton & Drew (1991b) stress the centrality of current performance as the main determinant of satisfaction and attitude, compared to disconfirmation.

If we imagine customers' experiences on a continuum ranging from no experience to regular, and through to continuous everyday experience; then expectations according to research will be misleading on both ends of that continuum. No experience may coincide with muddled expectations while high experience, as in a continuous service, will lead to passive expectations that will not matter unless there is a sudden change. The expectations measure is then applicable in cases of a service change.

The P-E measurement logic, of collecting the expectations measure at the same time as the perceptions one, is not only theoretically questionable. Babakus & Boller (1992) explain a psychological hazard of asking respondents to rate the desired level of service, then asking them to rate the existing level. They assert that respondents tend to rate the former higher than the latter. The focus will be on the existing level of service and the desired level ratings will be higher because of this response tendency.

Finally, there is confusion to what is actually meant by the expectations component. Teas (1993) questions the ideal standard of expectations used in the Gaps Model from two viewpoints:

1. Classical attitudinal model ideal point interpretation; which claims that after reaching the ideal point, utility diminishes. From that point of view, if P exceeds E by a long way then it should be negatively interpreted. That is the benefit of delivering a service better than expected will decrease more as the service exceeds customer expectations;

2. Feasible ideal point interpretation, which is the best level of performance by the highest-quality provider. The problem with this interpretation is that it does not hold under certain conditions for mathematical reasons. An analysis of the Teas (1993) arguments was undertaken by PZB (1994a), in which the authors could not escape supporting part of it. Out of the five cases identified through their analysis, the performance minus expectations model proved inappropriate in two case.

The P-E model supported by the SERVQUAL instrument has been subjected to other criticisms in addition to the above mentioned theoretical reservations, these constitute operational hazards.

2.2.2.2. Operational Problems

The practicality of administering a two part questionnaire is inflated when the measurement does not adhere to its theoretical base. Carman (1990) poses two practical difficulties with administering both the expectations and perceptions parts of the SERVQUAL instrument. Firstly, both parts are administered at the same time which means that the "respondents beliefs were entirely ex post", rendering the expectations responses of little use. The P-E model relies on the difference score as a measure of quality; if the E part is of little use then the measurement does not fit the theory. Secondly, the difficulty of administering the expectations part before the service and the perceptions part after the service at any setting. This is usually the method used in previous CS research and is not usually replicated in SQ. Exceptions include Brown & Swartz (1989) who rely on service encounters as the level of measurement; which is not consistent with the global attitude definition of SQ. Moreover, the difference score illustrating SQ is questionable. Brown, Churchill & Peter (1993) claim that variance restriction caused by the expectations measure in SERVQUAL leads to abnormal distribution of measures, compared to a direct measure which produces a normal distribution needed for statistical explanation.

Specific criticism of the difference score use in the SERVQUAL scale has been assessed in Brown, Churchill & Peter (1993). They amount three criticisms, supported by empirical evidence from their study:

1. Reliability of the difference score is questionable. If the reliability of the expectations or perceptions component decreases or the correlation between them increases, this will lead to a decrease in the reliability of the difference score. Since both components are taken from the same respondent to calculate the difference score, usually they will be positively correlated;

2. Low reliability measures show discriminant validity just for the fact that they are unreliable. More so, difference scores are usually correlated with at least one of the component measures. The correlation between the difference score and any

other variable will be a result of the correlation between that variable and the component measure; thus creating a discriminant validity problem as to whether the construct is different from its component measures;

3. The last criticism concerns variance restriction. When one component measure is consistently higher than the other one as in the SERVQUAL scale where the desired level of service is usually higher then the perceived level; respondents who rate the service highly will encounter variance restriction compared to respondents who perceive the service as poor[9].

In response to these criticisms, PZB (1993) make the following points:

1. Since SERVQUAL is measuring normative standards and perceived performance, then correlation between the two components would be modest due to shared method variance; since both components appear on the same instrument;
2. SQ as measured by SERVQUAL is a function of expectations and performance. The fact that theoretically these constructs are related, contradicts discriminant validity as the low correlation of theoretically unrelated constructs. They propose assessing discriminant validity through correlation of difference score with a theoretically unrelated construct like consumer discontent;
3. Variance restriction might be a problem when used in multivariate analysis, but not in diagnostic analysis. Even in multivariate analysis, the difference score has to be the dependent variable to pose a dilemma.

Finally, expectations are sometimes misinterpreted by respondents. A qualitative exploration of non-extreme responses to the SERVQUAL expectations component was undertaken by Teas (1993) to prove how respondents interpret the expectations measure. The study showed that 38% of respondents gave non-extreme answers. The following two categories show operational hazards due to misinterpreting the scale:

1. More than 50% expressed that the reason for non-extreme responses was due to attribute importance. Expectations in this case are interpreted as attribute weights;

---

[9]They present the following example to explain variance restriction: If respondent thinks that service is poor and circles 1 in perceptions part, then range of difference score will be 0 to -6 for expectations of 1 to 7. On the other hand, if respondent rates perceptions highly and circles 6, then range of difference score will range between 0 to -1; presuming that respondents are going to rate the expectations part higher than the perceptions component.

2. 30% thought the measure requested a forecast. Discriminant validity problems are associated with expectations as predictions from the disconfirmation paradigm.

2.2.3. Dimentionality of SERVQUAL

The SERVQUAL instrument by including an expectations measure has tried to stay faithful to its model. The use of the instrument has been subject to conceptual as well as operational hazards due to the ambiguity of the expectations measure. The other contribution of the measure could be its dimensions. The ten dimensions offer a general framework by which aspects of the service could be encompassed. The claim that the SERVQUAL dimensions are generic enough to include all service setting has been an empirical interest.

The question whether the dimentionality of SERVQUAL would be consistent across different service settings has been examined by Carman (1990). He concludes that across four different settings, most of the dimensions were found. The author recommends though, that adaptations of the SERVQUAL should include all ten dimensions, until research shows the appropriateness of discarding any dimension as irrelevant. Reliability and validity checks are, also, essential before use. Mainly, Carman (1990) tried to illustrate the usefulness of the SERVQUAL instrument, but cautioned against treating it as a universal instrument, without tailoring to the specific requirements of the service. Bolton & Drew (1991a) have successfully used the five dimensions as guidelines to their model of perceived quality without accepting that the SERVQUAL dimensions are generic enough.

The dimentionality of SERVQUAL was rejected in Cronin & Taylor (1992) as there was a poor goodness of fit between the theoretical and measurement structure. We have to note though, that the study did not tailor the dimensions to the four types of services. The authors just assumed that the five dimensions from PZB (1988) are generic to be used as they are; contrary to some of the recommendations made above. (cf. Carman 1990)

Another study by Brown & Swartz (1989) examined professional services. The analysis focused on service encounters between medics and their patients. The evaluation of outcome for a certain encounter was assumed to be equal to the expectations for the encounter minus the experiences for the encounter; taking in consideration that expectations for the encounter are a function of experiences prior to the encounter. The analysis of the gap between patients' expectations and experiences on six items was used to support the hypothesis that the greater the negative value of the gap, the lower the satisfaction. The fact that just six statements out of 65 were used to support the hypothesis poses questions about the reliability of the result.

It seems that there exists a fair amount of empirical support indicating that the SERVQUAL dimensions should not be taken for granted. Some adaptation for every specific service has to be performed before implementation. Studies relying on the five dimensional SERVQUAL have reported unidimensionality when performing factor analysis. (cf. Cronin & Taylor, 1992; Brown, Churchill & Peter 1993) Research by Mels et al., (1997) in which five SERVQUAL data sets where analysed through an exploratory factor analysis has shown that a 2 factor solution is more appropriate than the original five. The authors suggest using the Grönroos (1990) two dimensions of 'functional quality' or intrinsic SQ and 'technical quality' or extrinsic SQ. Consequently, the first factor solution would include the tangibles whilst the second factor solution would include the four dimensions of empathy, responsiveness, reliability and assurance.

2.3. Techniques of Service Quality Measurement

Besides the most popular measurement paradigm in service quality, the P-E model, and its supporting instrument, the SERVQUAL; recent body of research has tried to find alternative measurement bases. The theoretical and operational problems associated with the P-E model have forced scholars towards other measures. In the following, we explore three measurement techniques.

A. Direct Disconfirmation Measurement:

The motivation behind using direct disconfirmation measures comes from previous research in CS. The problems associated with getting a separate measure for customers' expectations has led Carman (1990) to propose a direct measure of perception-expectation difference[10]. Such a direct measure, asking respondents to evaluate the service as better, same or worse than expected, has been employed successfully by Bolton & Drew (1991a). In their study, they used it to evaluate disconfirmation resulting from telephone service change on a global level.

The support for direct measures is complemented with the attack on the operationalisation of difference scores in general. Peter, Churchill & Brown (1993) explain several reasons why difference scores might pose problems of measurement in consumer research. They cite three studies in satisfaction and two in SQ that used difference scores. They conclude that: "In sum, difference scores should not be used simply because they are intuitively appealing or computationally convenient." (p.661)

This type of measure is subject to the customers' experience with the service. The fact that research has identified two cases in which disconfirmation does not effect SQ has been mentioned above. Expectations in the first case are passive for a continuous service as a factor of the customer getting used to the service. In the second case, expectations might not be formed due to the customer using the service for the first time and thus does not have any experience to base expectations upon.

Direct disconfirmation measurement has been recommended in some of the literature. Based on an empirical study and previous research, PZB (1994b) indicate that direct disconfirmation measures inflate the customers' opinions and thus show an unexplained bias. More research is needed on this issue.

B. Weighted Attribute Measurement:

The use of weights in attitude theory has been related to the measurement of SQ. We have pointed out above that service quality is regarded as a global attitude of the service. Carman (1990) referring to attitude theory, proposes the inclusion of

[10] Same recommendation given by Babakus & Boller (1992).

importance measurement together with expectations and perceptions. The frequency of importance and expectations measurement will depend on their stability over time and across subjects. The proposition was not backed up by an empirical investigation.

In another case, the use of weighted measures has failed to show empirical value in Cronin & Taylor (1992). Using two measures in weighted and unweighted formats, the unweighted formats exhibited superiority in explaining variance in service quality (p.62) This is consistent with Teas (1993) study where unweighted models were superior to the weighted ones. This empirical research could be highlighting what Swan & Combs (1976) suggested in their pioneering study. They state:

> "...the weights consumers attach to the importance of a set of attributes compromising a product are difficult to summarise and measure meaningfully, because such weights vary in perceived importance depending on the level of product performance" (p.32)

The benefit of the importance weights of the service attributes for assessing service quality could depend on the perceived performance of that attribute. It follows, then, that the measurement of perceived performance could actually be the best indicator for SQ. The literature points out that weighted models perform poorly with respect to the unweighted ones. The reasons given are not conclusive and point out to the lack of research on that issue, considering the relative appeal of weights to indicate what is important for the customer.

C. Performance Based Measurement:

Cronin & Taylor (1992) argue for a performance based measure of SQ; in contrast to measures that try to capture the expectations/perceptions gap and specifically SERVQUAL. They make the following conceptual arguments to support performance based measures:

1. They refer to Bolton & Drew's (1991b) results of a telephone service study. The results, they state, indicated that service quality is directly affected by performance, with disconfirmation having a weak impact;

2. Researchers claim that SQ is a different construct from CS, although the disconfirmation paradigm forms the basis of SQ measurement;

3. SQ is conceptualised as an attitude. Research in attitude theory indicates that performance only measures are important;

4. Practitioners' measurement is performance based.

However, they fail to acknowledge what Bolton & Drew (1991b) mentioned regarding the relative unimportance of the disconfirmation in their study: "This finding is not surprising because customers' perceptions of current performance are based on their experience with continuously provided local dial service." (p.7) The case that they studied was specific and there is considerable doubt on the applicability of their results to other services. Moreover, Cronin & Taylor's (1992) sample included four services of which only one, banking according to Bolton & Drew (1991b), qualifies as a continuously provided service. Incidentally, over four alternative measures of service quality across the four sectors, the performance only measure in the stepwise regression analysis for the banking service had the highest value. The SERVPERF scale, which is the SERVQUAL scale perceptions items only, rated relatively better in the same regression analysis.

In response, PZB (1994a) argue that the relative superiority of the SERVPERF over SERVQUAL is 6% according to Cronin & Taylor (1992) regression analysis and can be attributed to shared method variance. The dependent variable is performance-based and thus the variance could be superficial. That criticism was discarded by Cronin & Taylor (1994) on two bases:

1. The SERVQUAL and SERVPERF were measured by Likert scale items, while the overall quality measure used for the regression analysis was a semantic differential item. Different measurement methods were utilised;

2. It is not clear that the dependent measure is performance based. (p.129)

PZB (1994a), also, argue against the first point stated above by Cronin & Taylor (1992). They cite Bolton & Drew (1991b) showing that the disconfirmation paradigm according to Bolton & Drew (1991b) was found to have a large impact on overall SQ. PZB (1994a), then, proceed to criticise Cronin & Taylor (1992) for citing the same study to indicate that there is considerable support for performance only measures in service quality.

The fact is that both PZB (1994a) and Cronin & Taylor (1992) are right. There is confusion regarding Bolton & Drew (1991a) and Bolton & Drew (1991b) results. To illustrate this confusion, following are two extracts from both studies conclusions:

> "As expected, attitudes are affected strongly by current performance ratings and, to a lesser extent, by disconfirmation. In contrast to prior research, the field experiment indicates that the effect of disconfirmation is relatively transitory." (Bolton & Drew 1991a, p.7)

> "Consistent with prior exploratory research concerning service quality, a key determinant of overall service quality is the gap between performance and expectations (i.e., disconfirmation). For residential customers, perceived telephone service quality depended on the disconfirmation triggered by perceived changes in existing service or changes in service providers.A customer's assessment of overall service quality is also directly affected by perceptions of performance levels. This finding is consistent with the CS/D literature, but is a new finding for the service-quality literature. It is interesting to note that disconfirmation explains a larger proportion of the variance in service quality than performance, whereas, in prior studies, performance explains a larger proportion of the variance in customer satisfaction than disconfirmation" (Bolton & Drew 1991b, p. 383)

The service change is the aspect which differentiates both results. It is logical enough to assume that the disconfirmation measure will have a strong influence when there is a service change.

The above facts may give strong conceptual and empirical support for performance only measures for continuously provided services as well as partial support for performance only measures to be used in other services. They insinuate that the disconfirmation paradigm will not always be in action. Conceptual support of this notion can be detected in the work of Solomon et al. (1985) on service encounters. They state that:

> "In general, it is proposed that extremes in evaluation (whether positive or negative) will only be experienced when some departure from expected role behaviour is encountered and the abrupt cessation of mindless behaviour necessitates active processing"[11] (p.107)

The research by Babakus & Boller (1992) using the SERVQUAL scale showed empirically that the correlation between the SERVQUAL results and an overall quality measure were weaker than the correlation between the perceptions results only and the same overall quality measure. This is consistent with Brown, Churchill & Peter's (1993) results which demonstrated that the perceptions part performed as well as the SERVQUAL measure, while the expectations part had little correlation with other measures of theoretically similar constructs. The perceptions component anticipated behavioural intentions better than the SERVQUAL scale. Even the authors of the SERVQUAL scale, PZB (1993) do admit to the superiority of the perceptions measure over the difference score measure when it comes to "explaining the variance in other variables." (p.145)
There is considerable support from current research in SQ to the superiority of the performance measure. Smaller sampled studies have proven that the performance measure has the highest correlation with an overall quality measure. Liljander & Strandvik (1995) have produced data showing significance less than 0.01. The expectations measure, on the other hand, was not significant. The performance only measure of SQ has emerged as an alternative. (cf. Haller, 1995; Elliott, 1995)

3. Conclusion

As has been shown throughout this chapter that there is an on going debate regarding the conceptualisation and measurement of SQ. It seems that researchers agree on one issue: That the issues involved remain unresolved. (cf. PZB 1994a, Cronin & Taylor 1994) The literature review undertaken leads to the following points:

1. The gaps model measurement methodology relying on the disconfirmation method is loaded with theoretical and operational problems. Alternative methods were reviewed and the superiority of performance based measures was explained;

[11] It follows that service quality which is the aggregation of experiences from service encounters

2. Empirically and conceptually, continuously provided services exhibit passive expectations. The evaluation of SQ in that case will mainly depend on performance perceptions;
3. It follows from the above two points, that the expectations measure has proven to be cumbersome. Conceptually, it is argued that the inclusion of expectations is in lines with CS measurement; which is a different construct than service quality. Operationally, the problems associated with the expectations and difference scores measurement in service quality may outweigh the benefits;
4. There are difficulties in coming up with a universal set of dimensions across service settings. It even might not be useful, since service settings can be very different and generalization will lead to the overshadowing of the specifics that make all the difference. The SERVQUAL items have proven helpful in covering most service aspects but factor loadings differ from one setting to another. Research indicates that any instrument used has to be tailored to the specifics of the service setting.

We have already explained above what is meant by customer orientation and the centrality of SQ for a service organisation. We have, also, discussed methods of service quality measurement. To reiterate, we have understood the view that a service organisation should pursue and attempt to know what the customer demands of it. There is no doubt that quality improvement programs are implemented everywhere, but how do we know that these initiatives are actually effective?

To focus on SQ implies that we focus on the people that produce and deliver the service as well as the systems. Regarding that the systems are 'service friendly', how do we implement a SQ strategy? The quality concept itself implies control, but how can we control human interactions? One way is customer service training programs, where employees are taught the know-how of service quality. Some might argue that this is not enough, and that the employee once out of the classroom goes about in the usual manner. It is thus in the concept of organisational culture that we can turn to, for a better solution.

---

will depend on even more memorable changes.

The SQ literature has always referred to the 'quality culture' or 'service culture'. Defining culture as shared values, the argument is established once we state that in a service organisation everybody has to value the service and quality. This is easier said than done. There is a substantial amount of literature that addresses employee commitment, motivation and delegation during quality initiatives. To fully understand the effects of these initiatives, we need to delve beyond the surface and try to look at what the organisation and its components hold dear or value.

One implication for such a line of thought would be to try to assess an organisation's service/customer orientation. This can be achieved by assessing the existing organisational culture. In other words, we try to find out whether the existing culture is a 'service' or 'quality' culture. A requirement of such a culture is that quality and customer orientation values have to be prevalent and ideally held by *everyone* in the organisation. So in the next two chapters, we will try to understand what is meant by organisational culture, and how to assess it.

Chapter 2: The Theory of Organisational Culture

1. Introduction

The assessment of Organisational Culture (referred to as OC hereafter) requires a clear definition to guide analysis. In this chapter we aim to provide an integrative model of OC, based on the literature. OC research has been a fruitful area, providing many ideas from different disciplines, as will be shown in the review. Rousseau (1990) concludes, "...we are still in the earliest phases of understanding culture's role in organizations." (p.186) We will argue that the best way to understand culture's role is to adopt a comprehensive view to allow interpretation and, so, a definition should reflect the different levels and layers in which cultural phenomenon could be observed.

2. Organisational Culture

In this section, after presenting a brief history of OC research, we delve into different definitions of the concept. Central to OC are the values that are held by individuals as well as shared throughout the whole organisation. A more realistic and dynamic conceptualisation of OC has to consider levels of analysis; backed by the assumption that cultural phenomenon could be observed at the individual, group and/or organisational levels. It is helpful at this stage to clarify the position this research will adopt towards the cultural view, which is, organisations *are* cultures rather than *having* cultures.

2.1. History

The resurgence and integration of the OC concept into the organisational literature could be marked by Pettigrew's (1979) article[12]. By the start of the 1980's, the efforts of academics, as well as practitioners, led to the integration of the approach in mainstream organisational theory. The impact of the increased interest in

[12] Kotter & Heskett (1992) regard Pettigrew (1979) as the first scholarly work to tackle OC.

Japanese management, led to the idea of culture as an important factor for effectiveness, promoted by the work of Ouchi (1981) and Theory Z. The publishing of Deal & Kennedy's (1982) *Corporate Culture* and Peter & Waterman's (1982) *In Search of Excellence* has been regarded as a landmark in popularising OC research. The impact of such publications was doubly important due to the authors' industrial placement (management consultants with the reputable McKinsey). Research in the academic world took an interest in the phenomenon. Studies started relating the concept back to its historical origins. (See Gregory 1983; Smircich 1983b) The term Corporate Culture —in Peters and Waterman (1982) through Kilman et al. (1985) to Kotter & Heskett (1992)[13]—has been paralleled by organisational theorists— starting with Wilkins & Ouchi (1983) to Frost et al. (1985,1991) through to Alvesson (1995)—as organisational culture.

The impact of the industry success of the concept turned the eyes of academics, possessing different disciplinary perspectives, to research the subject. Organisational theory thus had the benefits of sociology, social psychology, psychology, and anthropology. (Verbeke et al., 1998) Research in the academic world, as Alvesson (1995) notes, has been varied across academics that are purely interested in advancing a theoretical perspective to pragmatic academics looking for a solution to a practical problem.

One outcome of such a variety of inputs to one concept is that there is a constant debate about definitional issues; this is doubled with the fact that different approaches produce partial frameworks, depending on the researchers' disciplinary orientation.

2.2. Definitions

Culture has been conceptualised in the literature in different ways[14]. One widely used definition, is Schein's (1985) where culture is:

[13] The three coincide to be American publications.

[14] It seems that almost every OC literature survey points out the ambiguity concerning the definition of culture. The concept in Anthropology suffers from the same problem.

"...the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaption and internal integration."(p.25)

Table (2-1) Alvesson's (1995) Ten Metaphors of Culture.

Metaphor	Description	Influencing Work
Exchange-Regulator	A specific and positive "...form of control which operates upon people's shared views on the utilitarian exchange relationship to reduce transaction costs."(p.18)	Wilkins & Ouchi (1983)
Compass	A shared value system that provides guidance and direction.	Weiner (1988)
Social Glue	An organisation is "integrated and controlled through informal, non-structural means—shared values, beliefs, understandings and norms." (p. 19)	Martin & Meyerson (1988)
Sacred Cow	Certain ideals and values are internalised to become sacred by members.	Gagliardi (1986)
Manager-Controlled	Managers as controlling, and manipulating culture according to strategic objectives.	Trice & Beyer (1985)
Affect-Regulator	Stress on the affective and expressive dimensions of an organisation.	Van Maanen & Kunda (1989) Dandridge, Mitroff & Joyce (1980)
Non-order	The inherent ambiguity, uncertainty, contradiction and confusion of life in an organisation.	Martin & Meyerson (1988)
Blinders	The deep aspects that are based in the unconscious to guide behaviour.	Morgan (1986) Krefting & Frost (1985)
World-Closure	The shared view on life.	Knights & Willmott (1987)
Dramaturgical Domination	The manipulation of symbols and their dramatic attributes in a political context.	Rosen (1985)

Source: Alvesson (1995), p. 18-24

Variations on that definition would include ideals, norms and values along or instead of assumptions[15]. Trice & Beyer (1993) recognised the difficulty of

[15] See Barley, Meyer & Gash (1988)

defining culture as basic assumptions, and opted for the definition of cultures as ideologies which are:

> "...shared, relatively coherently interrelated sets of emotionally charged beliefs, values, and norms that bind some people together and help them make sense of their worlds." (p. 33)

Ideologies involve more specific ideas and are not so deeply hidden as assumptions. In their analysis, beliefs would show the cause and effect links; as in behaviour A will lead to outcome B. Accordingly, values are the preferences for certain behaviour or outcomes.

Alvesson (1995), after surveying the literature, presents ten metaphors of culture, shown in Table (2-1). Two main themes arise from these metaphors. There is an emphasis on the *sharedness* of cultures, to be controlled or observed. The idea of controlling culture reflects the *political* aspect of OCs, where members of the organisation thrive after power and control. The other important point to be also noted is the centrality of values in some of the definitions.

2.3. Values

The emphasis on values has been instrumental in OC research. (See Rousseau, 1990 for a review) It is thus important to understand what values mean in this context. Rokeach (1973) defines values as:

> "A *value* is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence."

Values have been much linked to individual behaviour, for example Hofstede (1985) regards values as:

> "...a broad preference for one state of affairs over others. They direct our feelings of good and evil. They are opinions on how things should be. Indirectly they also affect our perceptions of how things are, and they affect our behaviour"(p.347)

This is consistent with O'Reilly et al. (1991) suggestion that "...basic values maybe thought of as internalised normative beliefs that can guide behavior" (p.493)

The utilisation of values can be somewhat misleading in this type of research. For instance, the focus on broad values in Hofstede's (1980) study is a factor of focusing on cross-cultural national value systems. National value systems cannot take into consideration specific work place values, due to differences in organisational units observed, which could span different industries in an individual country.

Another source of confusion is what is termed 'Espoused Values'. The term is advanced in Kabanoff, Waldersee & Cohen's (1995) study of 88 large Australian organisations, in which the authors tried to assess the usefulness of organisational typologies in accounting for differences in the organisational value structures observed. The values are assessed through content analysis of various types of company documents aimed at distribution to employees, examples of which are annual reports, newsletters and mission statements. Organisations try to communicate these values to their staff. The data gathered, in terms of espoused values, was valid for this type of research (the aforementioned study), where the aim is to test whether the organisational typology did reflect the actual situation. On the other hand, the content of these espoused values can be misleading. Larkin & Larkin (1996) refer to such values as 'propaganda' and their advice is to stop the trend of stating company values in published company documents and mission statements. The logic behind such an argument relies on the fact that employees will deduce management's values from management's behaviour. Values that are held by organisational members can only be collected from organisational members, and not from an organisation's communication channels. A moderate stance would be to acknowledge that such 'propaganda' will, to an arguable degree, effect the culture, but an OC also includes values, as Alvesson (1992) puts it, that are "not espoused or consciously promoted" (p.196)

The theoretical basis for concentrating on values comes from the conceptualisation of OC as a multi-layered phenomenon. For example, Rousseau (1990) identifies five layers of culture; artefacts at the periphery, patterns of behavior, behavioral norms, values, and fundamental assumptions at the core. Similarly, Schein (1985) identifies three layers starting with artefacts at the observable level, to values, to assumptions at the hidden or sub-conscious level. It seems that values tend to be middle ground between the obvious and observable and the deep and hidden[16]. We can observe the utility of focusing on values when discussing Gagliardi's (1986) four-stage model describing the development of organisational values:

1. It starts with leadership's vision that espouses certain beliefs upon the organisation, through either control or persuasion;
2. If that behaviour leads to successful results, the values espoused influence the choice of action in the organisation;
3. As the values are shared, the organisation starts abiding to these values regardless of the results;
4. The values are, then, taken for granted and parallel Schein's (1985) assumptions[17].

Reinforcing the theoretical basis are practical reasons, which may explain why researchers find it more convenient to focus on values. An example would be Chatman & Jehn's (1994) study. They assert the usefulness of values in constructing meaningful comparisons across profiles; including individuals, firms or individuals and firms. In other words, the information gained from assessing the values can be used across different levels of analysis; an issue that is discussed in the next chapter.

For values to tell us anything about an OC, it is not only the value itself that is important, but also its influence in terms of dispersion across the unit. Wiener (1988) proposes utilising a 'Shared Values Framework' to analyse OCs. His motivation lies behind the many definitions of the OC concept that are different in focus but all, more or less, do refer to the sharing of values[18]. The author proposes

---

[16] Calori & Sarnin (1991) regard the study of values to be a compromise between the more extreme definitions of norms and assumptions.

[17] From such an analysis Gagliardi (1986) proceeds to explain that organisational performance feedback to leadership will create a circle. If the circle leads to organisational improvement than it is a 'virtuous circle.' The same notion was adapted later in Hampden-Turner's (1994) book.

[18] Golden (1992) criticises the notion that "sharedness" is taken for granted without any empirical validation. However, one can argue that since culture is a collective phenomenon, sharing is inevitable.

two indices for the assessment of an OC; *intensity* and *breadth*. The intensity index reflects the agreement of members with the value system as a whole, whilst the breadth index reflects the number of members that share central values. Here the fact that a value could be widely held by members of a unit, whether it's the whole organisation or the group, provides additional information; over and apart from the nature of the value in question. The drawback of such an approach is that central values are presumed beforehand according to top management and measurement is based on this preconstructed value system. In this case the indices will indicate the intensity and breadth of top management's value system not the whole OC. Similarly, Saffold (1988) proposes two measures under the label of cultural dispersion; *sociological penetration* and *psychological penetration*. The former deals with the extent to which culture is shared horizontally or vertically throughout an organisation. The latter could be a characteristic of organisational subcultures (groupings within the organisation), as some groups would internalise values more than others could and thus become more attached to the culture.

It follows from this direction of research examined that the issue of sharing is quite important. The degree of sharing of any value or indeed observation will be different depending on the organisational unit examined.

2.4. Levels of Analysis

Defining culture as the set of values, beliefs and norms shared by members of a collectivity, which is developed and reinforced over time is fine, but the analytical use of such a definition is somehow lacking. The definition does not recognise the level of analysis; that is the subject in question could be a group (we have to define the collectivity), but the results of our analysis would be attributed to the whole organisation. This criticism is congruent with Hofstede, Bond & Luk (1993); they state that:

> "...fallacy occurs when data from one level of social systems are interpreted as applying to another, such when dominant values of top-management teams are supposed to be held by all members of organisations)" (p.484)

Studies are done on different levels of analysis but the results, whether quantitative or qualitative, are attributed to the OC. This weakness has been attributed to organisational studies in general, for instance, Sandelands & Srivatan (1993) argue that the study of organisations gives us partial images of the whole picture. There is always one focus or image of the organisation, as in employees, roles, leadership, etc.; although, according to Klein, Dansereau & Hall (1994), organisations are multilevel by their nature.

From a statistically orientated point of view, Leung & Bond (1989) have identified four methods of multivariate analysis:

1. Pancultural analysis: Individual data are pooled together regardless of culture membership;

2. Within-Culture analysis: Individuals within each culture;

3. Ecological analysis: Aggregated measures of individuals within each culture;

4. Individual analysis: The aggregate of aggregated, and adjusted for cultural effects, individual data within each culture.

Guided by the above classification Hofstede et al. (1993) reanalysed data from Hofstede et al. (1990). They found that in their original study, in which an ecological analysis was utilised, company practices accounted for more of the variance between organisations than company values[19]. On the other hand, by reanalysing the data in Hofstede et al. (1993) using the individual analysis, the contrary was concluded; company values accounted for more of the variance than practices. Hofstede et al. (1993) caution against using pancultural analysis, referring to Calori & Sarnin's (1991) study as an example, because it is similar to ecological analysis but is polluted by individual differences. These different and contrasting conclusions highlight the necessity of performing a multilevel analysis for the understanding of OCs.

Furthermore, the work of Klein et al. (1994) turns attention to the primacy of theory in addressing levels of analysis issues, over and above statistical

[19] Hofstede et al. (1990) definition of values as the desired and desirable does not reflect the actual company values. The practices component probes for actual company practices and not the desired, and that is why it might reflect more of the variance on an organisational level. On the other hand, organisational level desired values might not be that different between companies and would be different between individual members. This research calls for the values aspect to reflect actual organisational values rather than the desired.

requirements. They identify three assumptions of variability across organisational entities[20]:

1. Homogeneity: The theory refers to the whole group. The researcher assumes that the construct studied is homogeneous across the group. There is a reliance on perceptual agreement;

2. Independence: The theory refers to the individual regardless of membership to a group. The researcher assumes that the construct studied will vary according to individual differences and independent of the group;

3. Heterogeneity: The theory refers to the individual within the group. The researcher assumes that the construct studied will vary in a relative manner from one individual to another within the group, as well as in a comparative manner between groups. The analysis undertaken tends to be across levels.

In the case of OC theory, there is a specific dilemma. We start by excluding the independence criteria, as group membership is essential for cultural analysis. It is the assumptions of homogeneity and heterogeneity that pose the problem. As described above in the definitions, some researchers regard OC as a homogeneous phenomenon. On the other hand, cultural phenomenon is unique and not just organisational, group or individual specific. The uniqueness of culture on the individual, group or organisational level does imply heterogeneity. It is one of the issues that has to be resolved, whether OCs should be studied with either assumption in mind.

The need of a multilevel definition of OC can be shown when examining Goble's (1992) research conclusions. The research questioned the success of appraisal policies in three OCs. One was an UK educational establishment that, the author concluded, had a successful appraisal scheme. The proposed explanation was that the appraisal scheme's success was due to its compatibility with the staff's preferred or ideal of culture opposed to the "actual culture." This ideal culture is defined as the personal culture; which is the culture of the persons as in the beliefs, values and norms of the persons. Goble's (1992) definition of an OC was limited to shared values, norms or beliefs, but the conclusion begged for a more

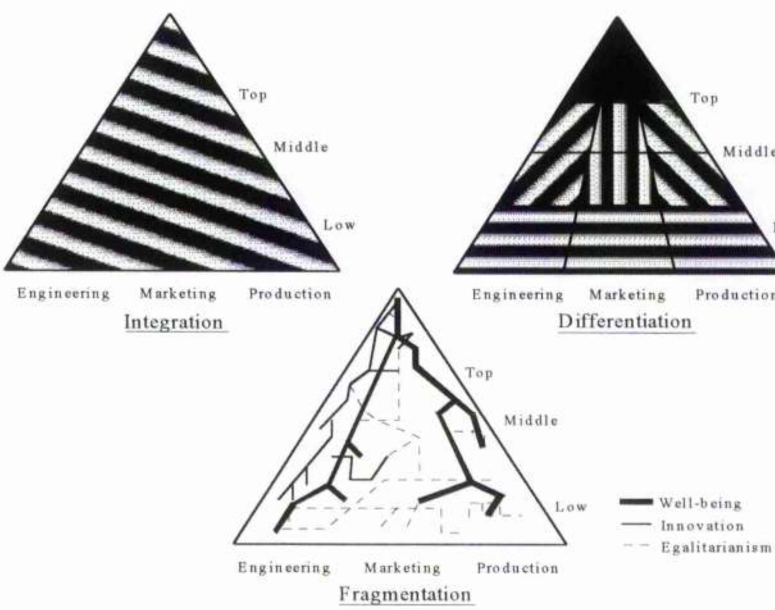
[20] Following Klein et al. (1994), the use of individual and group will not refer to the literal connotation, but to higher and lower levels. So, it could be an individual group with in an organisation or an individual person within a group.

sophisticated conceptualisation. To this aim we proceed with the rest of this chapter.

3. The Three Perspective Approach

Recognising the diversity of approaches to OC studies, Meyerson & Martin (1987) classify research into culture across three paradigms. Integration, differentiation and ambiguity (the latter called fragmentation in Martin, 1992). This perspective presents the three dominant views on OC research to date. Firstly, it recognises the amount of research undertaken on the shared values or norms in organisations. These studies emphasise harmony and homogeneity. Secondly, it recognises the conflictual nature of the workplace with its different groupings, by considering the possibility that some groups might be in opposition to what is shared across the organisation. Thirdly, it recognises the uncertainty and instability that characterise organisational life.

Figure (2-1) Martin (1992) Three Perspective Approach



Source: Martin (1992), p. 79.

Figure (2-1) offers a graphical representation of the three paradigms. We observe in the integration paradigm that culture is unified. On the other hand, the differentiation paradigm leads us to the realisation that organisations are not as unified as we tend to think. Subcultures may exist because of the hierarchical structure or because of functional / departmental divisions. Finally, the fragmentation paradigm addresses what remains unexplained. It represents ambiguity and disorder. This conceptualisation is, then, far more realistic in its assumptions, that organisational life can not be easily viewed as one coherent culture or a set of subcultures. The figure above shows how certain values could belong to top management and infiltrate the organisation; as in well-being. Other values can be specific to a functional division; as in innovation in the engineering division. Values could also be mainly shared across the bottom line of the organisation; as in egalitarianism. The authors conclude by stating that:

> "...holding all three paradigms simultaneously - enacting multiple realities (and understanding their dynamic inter-relationships) - is extremely difficult. Yet to develop a better understanding of how organisations change, we must consider the complex dynamics of culture as well as those inter-related change processes from such a multi-paradigm approach." (p.643)

Martin (1992) uses the three paradigms one at a time in her analysis of a firm, or according to Schultz & Hatch (1996), she applied a 'parallel strategy' in 'paradigm crossing'. On the other hand Schultz & Hatch (1996) propose a strategy of 'interplay' in paradigm crossing. A researcher using an interplay strategy will move back and forth between paradigms so "...that multiple views are held in tension." (p.535) The notion tries to contradict the 'either or' approach as well as being influenced by post-modern thinking, and encourages a researcher to hold multiple views at the same time. This is achieved through the analysis of different paradigms and identifying connections and contrasts. The authors have applied their interplay strategy on two paradigms that are central to OC studies; functionalism and interpretivism. We will return to these two paradigms in the following chapter when discussing the assessment of OC. Although Martin (1992) is a proponent of holding multiple realities, and has presented a three perspective framework that is a good start for a multi-level view of an organisation, the framework lacks such an interplay strategy to facilitate the use of the three perspectives simultaneously.

3.1. Levels of Culture

This study argues inline with the three perspective approach, that in order to capture the complexity of an OC, research should consider its multiple realities. To embark on such a journey, the starting point is to conceptualise these paradigms as co-existing on different planes. Each plane is subject to certain force(s) of culture; that is the integrative force can be evident if we are referring to the organisation as a whole and thus our focus is the organisation or among groups when we focus on groups. Similarly, the differentiative force, which would be evident in groups, at the lower level, or in other words among individuals within the group. The bottom plane is subject to the fragmentive force and the focus is the individual. The usefulness of such a conceptualisation is that the cultural literature can be allocated on the three different planes as well as giving an indication of the subject in question[21].

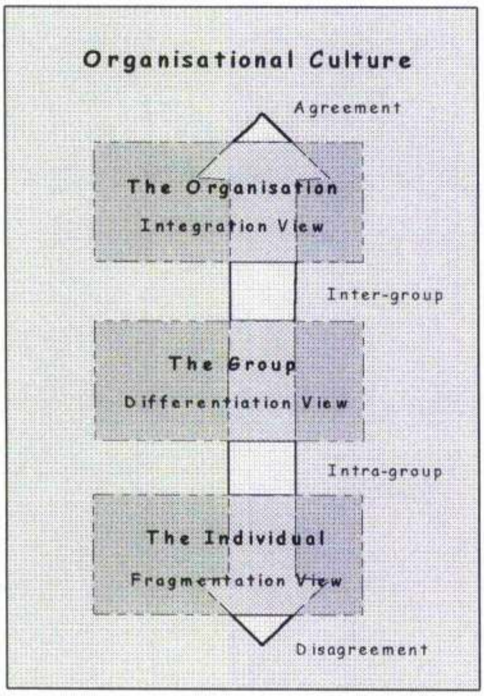
We propose defining culture as the context of every level of analysis. As shown in figure (2-2), OC exists on three planes. The first is the organisational level that is described by integration studies and exhibits co-operation. The second is the group level, tackled in the differentiation studies and exhibits conflict. The third is the individual culture that exhibits uncertainty. Such a multileveled analysis recognises Geser's (1992) statement that "...organisations have an existence apart from the private lives of any single individuals or groups." (p. 431)

Of course, the three forces are not confined to only one level and would not exist on others. For instance, the integrative force can be shown to exist throughout the whole organisation on level one or among a certain group on level two. However, the integrative force on the first level would lead us to view the OC as unitary, on the other hand, having cohesive groups on the second level would lead us to presume that the organisation is composed of several subcultures, that are

[21] Such a conceptualisation offers an explanation for the different and diverse ideas handled in OC research. An example would be Wilkins & Dyer (1988) two conceptual distinctions of organisational frames of reference. The first is the *Specific Organisational Frames* by which the acknowledgement that individuals and groups perceiving the world from their positions will tend to develop specific frames of reference. The second is *General Organisational Frames* where more general and ideological aspects of culture are stored and these tend to be more widespread across the whole organisation and include roles, relationships between groups and wholes, and relationship with outside groupings. One way of accommodating these two concepts into one model of OC is by recognising that culture exists on different levels.

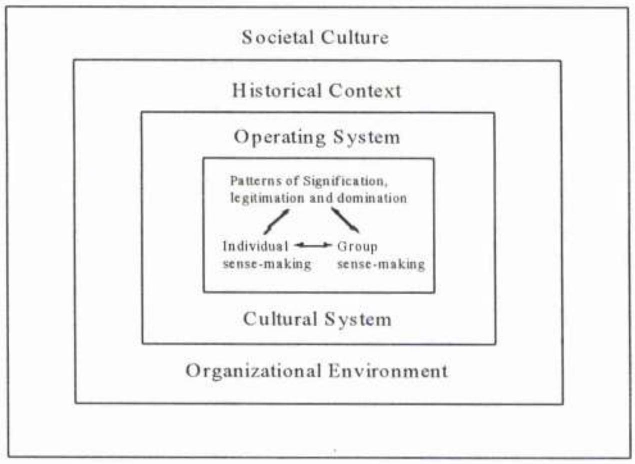
differentiated by their own unique values. Integration, then, would lead us to a differentiated view of the culture when the focus is the group. Consequently, if groups are not obvious on level two, then the differentiation view leads us to the fragmentation paradigm. It is important to realise that the three views actually have a common denominator; each one represents a degree of sharing. From a unitary shared culture on level one to a fragmented one on level three.

Figure (2-2): The three levels of culture



To demonstrate the utility of the above conceptualisation, we can consider it in light of another OC framework, for instance Bloor & Dawson's (1994) effort. Central to their model, shown in figure (2-3) is the idea of 'shardeness' of culture and its role in sense-making. A snapshot of an organisation would see it embedded into a society with certain values and expectations. This organisation's environment would include the industry as well as the market environment. These two variables along with the organisation's historical context will influence the operating and cultural systems. The operating system consists of the structure, technology and personnel. The cultural system is the shared aspects of culture. At the core, three variables exist; patterns of signification legitimation and domination; group sense making; and individual sense-making. The process of signification refers to the attachment of meaning to the organisational events, while domination refers to the process of assigning tasks and legitimation refers to 'normative regulation.'

Figure (2-3): Bloor & Dawson (1994) Model of Organisational Culture



Source: Bloor & Dawson (1994), p. 280.

The model, then, recognises several aspects to an OC:

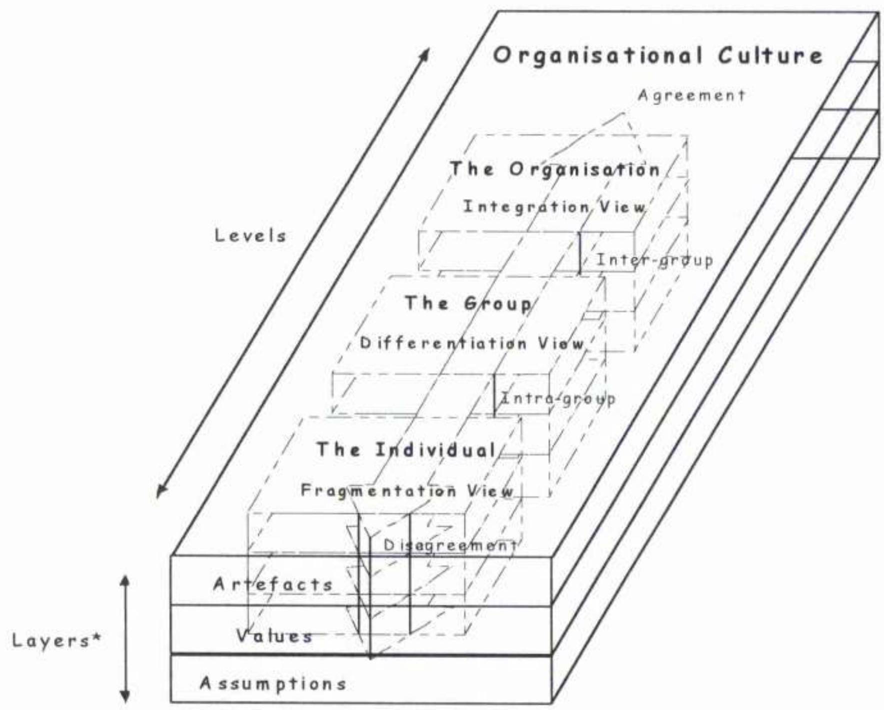
1. The political aspects of organisations by referring to legitimation and domination, which is usually attributed to leadership or top management;
2. The importance of sense-making as reflected by signification, individual and group sense-making. It is one of culture functions, to facilitate sense making[22];
3. The impact of history, operational system, industry, and the environment;
4. The dynamic interplay between levels of analysis by shifting from individual perceptions to group shared attributions.

If we imagine the core of the model in terms of the levels of culture, then: Level one would encompass the patterns of signification, legitimation and domination by emphasis on top management's influence, as well as the cultural system which is the shared culture at an organisational level. More straightforward is level two incorporating group sense making, whilst level three incorporates the individual sense making. At this juncture, it is worth differentiating between what this

[22] Culture is a collective phenomenon, which is why the individual level is manifested by uncertainty as will be explained later.

research defines as levels of culture (as shown in Figure (2-2)) and what is commonly referred to as levels of culture (cf. Schein, 1985; Rousseau, 1990). The latter is more indicative of a layer of culture where the different levels signify a deeper layer of the culture. Figure (2-4) shows the difference between the levels and layers. Schein's (1985) three 'layers' of culture can be shown on a three dimensional representation of our conceptualisation in Figure (2-2).

Figure (2-4) Levels and Layers of Culture



* Defined by Schein (1985) as three levels of culture.

Using this conceptual base, the next three subsections try to demonstrate the complex dynamics of culture, in addition to explaining its multifaceted nature.

3.2. Level One: The Organisation

The Organisation is the first level of OC and probably the most popular. The first layer can be imagined as a single entity, reflecting the shared values, norms and beliefs of the whole organisation. This level has a distinctive clarity to it. Clarity is derived from lack of choices. Organisations have been conceptualised by Geser

(1992) as 'rigid actors'. Indeed, organisations have to stick to their particular bearings of action in order to last as a social system. The focus on top-management on that level is justifiable, contrary to the arguments mounted against the cultural studies that tend to emphasis the leadership role[23].

3.2.1. Top Management

Leader focused cultural studies have been blamed for being biased. Sackmann (1991) argues that the emphasis on leadership is for practical reasons because data, can be then definitive and clear. Top management focus, according to Sackmann, only reflects the subculture of top management. Earlier studies dealing with the concept of culture tried to connect the concept of leadership with the creation of culture. Pettigrew (1979) conceptualises culture as the 'creation' and 'management' of meaning. We have to recognise the difference between founders who start an organisation and, thus, mould the work according to their liking[24], and consequently, create an impact on OC values, and top management or leadership[25] that are brought in the company at a later date. The former are creators while the latter, according to Alvesson (1992), could be more as a vehicle to transmit the culture than transform it Along the same lines, Meek (1988) criticised Schein's (1985) notion that leaders create culture. Meek (1988) stated that:

> "Most anthropologists would find the idea that leaders create culture preposterous: leaders do not create culture, it emerges from the collective social interaction of groups and communities."(p.459)

It is unarguable, though, that leaders are in a more powerful position to actually effect a culture. The logic is that the leader provides a vision that will state beliefs and through the use of language define roles and responsibilities and, thus, help create the patterns of meanings and values that are central to OCs.

---

[23] 'Management-centric' studies according to Alvesson (1995)

[24] See Schein (1985, 1991) and Gagliardi (1986) for founders influence on culture.

[25] Alvesson (1992) differentiate between managers "... who [rely] on their formal position and working with bureaucratic processes such as planning, budgeting, organizing and controlling" and leaders "who rely on their personal abilities, vision, agendas and coalition building and who mainly affect people's feelings and thinking by non-coercive means." (p.187)

In our conceptualisation of an OC, it is realised that top management has an influencing effect on culture[26]. For example, five power sources have been cited in Hosking & Morley (1991), these are reward and coercive, legitimate, referent, expert and position power. We can argue that top management attains these five sources of power and thus the question of whether leaders create cultures or not is besides the point. It is maybe naive and unrealistic to not realise top management's influence on the culture.

Management through formal and informal means will reflect its own value system. A considerable amount of research in organisational symbolism supports this link. These studies concentrate on rituals and ceremonies, even dress codes to understand OCs; they also tend to have a political perspective on organisations.[27] To give an example, let us consider the case of newcomers to the organisation. Members would have their own values, formed by society and previous occupation, that can be congruent or contradictory to the existing OC. Either way, a reaction through incorporation or resentment will follow. It is one of management's roles to teach and incorporate the newcomer into the existing culture. Gordon (1991) suggests that culture is transmitted to new entrants through management's actions including "...formal (e.g., mission statements) and informal ways (e.g., modes of speech)"

The mechanism by which management influences an OC is through feedback. The feedback effect is advanced by Thompson & Luthans (1990); applying a behavioural perspective to OC, they argue that culture is transmitted by feedback through behaviour-consequence transaction. They state:

> "...because the employee has learned how to cope with experiences by defining a range of appropriate behaviors. [according to management] The feedback *transmits* culture." (p.326)

---

[26] This influence would extend to other levels of culture. We have opted to include the managerial influence as a separate component in our model, explicated in the following chapter, for that reason.

[27] Linstead, Small & Jeffcut (1996) is a recent example of the ideas handled in symbolic management research. The opening chapter of the volume by Linstead emphasises the symbolic influence of management on the whole organisation through informal means. The volume is anti-positivist in nature and stresses meaning and power. Gagliardi (1986) states that: "... the term 'symbolic management' was coined to describe management behaviour models which see management as symbolic action and which propose the systematic use of methods and behaviour aimed at the creation and maintenance of organizational paradigms." (p.?)

Moreover, the transmission of culture can be performed informally by management. It is hypothesised and supported by empirical evidence in George & Bettenhausen (1990), that the formal leader of work experiencing positive moods is positively related to prosocial behaviour enacted by the group. Prosocial behaviour implies embracing values that will lead individuals to be more helpful or work for the group goals as well as one's own goals. The aforementioned research has tried to test whether prosocial behaviour, usually considered at the individual level, could be observed at the group level. Culture is a group level phenomenon and proposing the influence of management informally on the OC is supported by the above evidence.

It is important for management's values to be congruent with the OCs values; otherwise strategy will not be correctly transmitted to the OC. Quinn & McGrath (1985) advance the congruence notion in a competing values model integrating leadership and culture. They state that:

> "Congruence, then, is a theoretical state where personal information-processing styles, leadership orientations, organizational forms or cultures, and external demands are matched in such a way that contradiction and paradox are less prevalent than they are in states of incongruence." (p.330)

The relation between management and OC is not unidirectional. It is advanced in Denison (1990) that the relation between the two has mostly been neglected in OC research. Moreover, the set of management practices is embedded in the values of the organisation. The OC will help form management's attitude towards the organisation, including forms of control. As Gordon (1991) asserts, the distribution of power and control will be effected by the environment and the culture that has evolved due to the environment.

On an organisational level top management is influential, Schein (1991) imagines the creation and establishment of culture as taught by the leader and learnt by the organisation. Moreover, in Sherif's (1966) words: "Within groups, whether small or large, formal or informal, the focus of power resides in the leader and other high status members."(p. 16)

3.2.2. Co-operation

It is by the very nature of the influence of top management on any organisation that we expect a degree of coherence, and through practices, co-operation. Top management may be the source of co-operation in the organisation. In a case study of a computer consultancy, Alvesson (1992) notes that due to structural factors (the company consisted of task teams in several subsidiaries of a maximum of 50 employees each), the culture could have been fragmented. However, leadership provided the necessary social integrative force that kept the founders values of co-operation alive. It is no wonder then, that top management provides the impetus for co-operation, which explains the conflictual or chaotic life organisations could lead with an unclear management. Management has to understand its values because they unconsciously get transferred to practices and procedures.

Co-operation is also generated by the realisation of a common goal. Sherif (1966) mentions the importance of superordinate goals, which provide motivation that allow for the effectiveness of any measures undertaken. The utility of a common goal is evident in McDonald (1991) study of the Los Angeles Olympic Organising Committee. The time limitation for the natural creation of a co-operation was counterbalanced with the availability of a powerful and historical common goal.

The OC literature, according to Golden (1992), tends to emphasis the shared aspects of culture without any empirical base. One explanation could be that these are mainly the top management values or beliefs that infiltrate the organisation because of the influence of top management as a main actor. The popular mention of organisational goals is different from shared goals—the former are usually stated in mission statements— but they possess, Hosking & Morley (1991) explain, a symbolic role of legitimising the goals of a certain actor. Eventually these goals, values or beliefs are shared by them and others depending on the extent of the influence of the actor. On the other hand, Trice & Beyer (1993) would argue that such an empirical base has no need to prove that sharing actually happens. They state that:

> "It is difficult to imagine an established organisation that holds nothing in deep respect, holds no beliefs about what is valued and how to achieve it, treats all decisions as an open question, and sets no principals to guide and justify decisions." (p. 38)

It is also evident from case studies that some organisations have a highly co-operative or coherent culture, what is termed a 'Unitary Culture' which, according to Van Maanen & Barley (1985) is:

> "... a situation where all members of an organisation subscribe to the same normative order and where the normative order can be distinguished only by contrast to other organisations." (p. 37)

3.2.3. Summary

On the first level of culture, we would find the organisation as a single entity that is mainly influenced by its top management. Here, management practices whether formal or informal will effect the culture. On the other hand, culture will also effect management, and consequently practices. There is an interdependent relationship between culture and management; the leader influences culture, through control or charisma to emit the co-operation theme. Co-operation is achieved through the integrative nature of leadership or through the realisation of a common goal. The focus on this level by cultural research is evident in the literature. One reason may be that it is the least complex level to study. Attempts to delve deeper into the organisation would show conflicts under that surface of clarity. The point is other studies, by shedding light on these conflicts, tend to discard the first level of the culture.

3.3. Level Two: The Group

The realisation that organisations have groups leads us to the realistic conclusion that groupings of individuals may possess different goals and values; in addition to, as Watson (1982) notes, pointing out inequalities that are the manifestation of the wider societal context. On the first level, top management is the main influence on culture. With the addition of the second layer, top management is confronted with different groups, and with different interests and goals. Martin, Sitkin & Boehm (1985) conclude that from an integrational view, top management's choice made a crucial difference for the course of the culture but the choice was limited because of the conflictual nature of groups. Groupings that possess distinctive values and norms are referred to as sub-cultures.

3.3.1. Sub-cultures

On the second level of culture, the wider societal aspect is introduced. The organisation, after all, is not a closed system. Different groups within the organisation reflect the diversity of society. Trice & Beyer (1993) identified six sources for such diversity; transnational cultures, national cultures, regional and community cultures, industry ideologies, organisational sets and occupational ideologies.

There are several reasons for the formation of groupings. The existence of groups could be a way in which the monotony of the work is broken. Van Maanen (1991) in a study of a service organisation with workers performing trivial jobs, such group identity can be a way of life. It allows for the breaking up of the monotony of the work. The conflict of interests regarding issues will create different groups, as individuals form coalitions to back up their views (Rosen, 1991). The differences of socio-economic conditions, the involvement of people in different production lines and the working conditions themselves could lead to the development of different sub-cultures with different interests (Young, 1991). Individuals tend to engage in 'commensalistic relationships' developing functional units that interact with each other (Geser, 1992). Bloor & Dawson (1994) in their investigation of professional groups in organisations, which they chose to label as the professional subculture, conclude that lone professionals are still influenced by interactions external to the organisation. On level one, their beliefs, norms or values may be in contradiction with the organisational culture,.

Organisational members who communicate constantly with each other, think about themselves as distinctively different from the rest, may share the same problems, and could generalise them as the problems faced by all so as to develop a particular understanding which is specific to the group (Van Maanen & Barley, 1985). Group ideologies are defined by Watson (1982) as

> "...sets of ideas associated with groups which both give meaning to the activities of group members and also justify the activities of the group to insiders and to outsiders." (p. 264)

Such a situation is the possible explanation to the 'Groupthink' phenomenon. Hosking & Morley (1991) explain that as groups are cohesive on the interpersonal, tasks and norms dimensions, they tend to concentrate on areas of agreement than areas of differences. This, in turn, leads to a one sided outlook which facilitates an inward focused point of view.

The formation of subcultures is prevalent in organisations. Trice & Beyer (1993) demonstrate that subcultures apart from the occupational influence, are facilitated by formal and informal means. Groups arise formally as a result of formal authorities, while informal groups are more spontaneous. They list four formal groupings that arise due to work situation:

1. *Technology and work flows:* Technology can enhance groupings through similarity of tasks, interdependence and physical proximity. Task interdependence may be a source of subcultural formations; these can be pooled, sequential or reciprocal interdependence. Power is, thus, gained more by groups on which others depend on;

2. *Departmentalization:* Functional or geographical based departments tend to produce stronger subcultures than product based departments. This might lead to ethnocentrism with strong group identity and goals, prohibiting co-operation with other groups or departments. Finer subcultures may exist within one function. Geographical isolation may have the same ethnocentric effect;

3. *Line and staff distinctions:* These could exhibit subcultural conflicts due to each groups' beliefs about their importance, status as well as power of implementation;

4. *Hierarchial differences:* The most observed interaction is at the top management level, which can lead to a subculture of power.

They discuss three informal Groupings:

1. *Friendship Groups*: These are affected by formal groupings. Friendship groups, on the other hand, do not necessarily coincide with formal groups. Manifestations would include joking relationships, humour and gossip;

2. *Cliques*: They resemble friendship groups with a more calculated power seeking attitude. They are smaller and members tend to be more similar in social terms;

3. *Cabals and coalitions*: Cabals include socially dissimilar members, in contrast to cliques. They have a short life and may not contribute in forming a subculture. Coalitions, though, are more influential and have a long-term effect. Coalitions can be composed of a large number of members or groups, with the aim of achieving a common interest. The realisation of the common underlying ideologies during bargaining and negotiations could lead to subcultural formation. To counter balance this in-group co-operation there exists an out-group conflict. This conflict could be beneficial as will be explained below.

3.3.2. Conflict

Prescriptive literature recognised the conflictual nature of the work place. Pascale (1991) states that:

> "...internal differences can widen the spectrum of an organisation's options by generating new points of view. This in turn, can promote disequilibrium; under the right conditions, self renewal and adaptation occurs." (p. 51)

McCasky (1988) also gives importance to the constructive use of conflict. He states that the result is the emergence of a better option than either original ones. He, even, goes as far as advocating thinking that seems conflictual. He defines Janusian Thinking as "...thinking that constructively joins seemingly contradictory beliefs" (p. 9). From such a standpoint conflict is not only a fact of organisational life, but it could be even beneficial. According to Geser (1992), groups permit the organisation to:

> "...diversify into a limitless number of social action fields and adapt to highly divergent, even conflictive, performance pressures and normative expectations" (p. 443)

The importance of subcultures has been emphasised in Hofstede (1998), where the research tried to empirically identify the existence of subcultures. Concluding the research, Hofstede highlighted the importance of acknowledging the existence of subcultures for managers of any organisation.

However, it is not always the case that conflict would lead to action or that the presence of subcultural differentiation would lead to conflict. For instance, Alvesson (1995) demonstrates in a case study of a Department of Clinical Psychology how the existence of two subcultures (prefers them to be called 'Social Fields'[28]) leads to conflict avoidance. The department is marked with a male dominated academic-scientific subculture and a female dominated practical-psychological subculture. Although they have their own way of perceiving their roles, both subcultures could not fully argue their positions. The result is conflict avoidance and status quo by not delving into fundamental conflictual issues.

It remains to point out that although management is not discussed on this level, it is apparent that it does exert some influence. Top management is a powerful subculture, and that grants it authority and independence. On the other hand, the existence of other groups, as shown above, could limit this power

3.3.3. Summary

The literature recognises the diversity of culture inside an organisation. Subcultures are manifestations of the wider societal context, and they could be formed because of formal procedures or as informal groupings. The existence of groups leads to divergence of interests and goals leading to conflict, doubled with the hazard of the possibility of an inward looking attitude. Conflict in this context can be beneficial, and the prescriptive literature points to the constructive use of conflict. Conflict may widen the organisation's options as it allows for a variety of views.

Recognising subcultures takes us a step closer towards a more realistic conceptualisation of OCs. Alvesson (1995) brings to the fore how levels one and two can co-exist through the following analogy:

[28] Alvesson states that: "A field requires a specific cultural competence, specific investment in views, attitudes, and knowledge, and a command of a particular symbolism." (p.102)

> "For example, the proponents of orthodoxy in a particular field (Such as a scientific discipline) and those challenging it may not recognise that they share assumptions about the value of defending the 'right' view of science, that they all see science as an important field of activity, are interested in academic recognition, and are striving for the same type of rewards and positions. Subcultural differentiation within a field also indicates certain degree of unity in understandings, values, and assumptions."(p.105)

This level, to a lesser degree than the first level, does not recognise the inherently uncertain individual life in the organisation.

3.4. Level Three: The Individual

This third and last level of culture emphasises the individual's role in the culture. Research on this level is lacking, as Sheridan (1992) states that "...there has been less progress in comparing cultural effects on employee behaviour across organizations"(p.1049-1050). At that level, confusion is the main theme reflected in the degree of uncertainty. Geser (1992) explains the reasons for uncertainty prevalence on the individual level in the following passage:

> "Social integration on the inter-individual level is hampered by the fact that *encoding capacities of the actors* as well as the *decoding capacities of the recipients* are so limited that most intra-individual experiences can not be transmitted. Because of their mutual intransparency, human subjects initially confront each other as unreliable, unpredictable, or even threatening interaction partners, and interpersonal cognitions are usually not sufficient to produce high levels of certainty in mutual expectations." (p. 437)

3.4.1. Individuals

The role of the individual may have been partially overlooked in OC research. For instance, Golden (1992) argues the OC literature has neglected the role of the individual as an 'active agent' that can deviate and defy the culture, regardless of the degree of cohesiveness that this culture may exhibit. In reviewing the literature, Golden (1992) acknowledging the three perspective approach to culture—integration, differentiation and fragmentation—criticises the fact that the focus is on culture as the context of individual action; and asks for specific consideration of the individual action within this context. Culture, in accordance with this argument, is not the cause of individual action but a pointer to what actions should be undertaken. That is, action can not mirror culture. The case study presented by Golden (1992), that of a company that stresses co-operation and, thus, could be regarded as a highly ordered culture with the consequence of limiting human action. The analysis of a meeting showed that even such a culture could not prohibit individual managers from breaking the norms of culture and acting in an unexpected fashion in order to achieve their aims. The recommendation is valuable, but we have to disagree with it as the concept of ambiguity introduced by Meyerson & Martin (1987) encompassing this inherent contradiction in organisational life. The paradigm relies on the notion of non-order as a basis of perceiving culture, and thus, accounts for such behaviour. OC is the context of individual action and this level is the context in which the individual resides.

However, the role of the individual has to be stressed, and as Van Maanen & Barley (1985) state:

> "...since a group has no mind of its own in which to store interpretations and solutions to problems, a culture cannot be divorced from the people who carry it."

Consequently:

> "...the reproductive and adaptive capacity, therefore centers on the individual members who make up the group to which a culture is attributed." (p. 35)

Such individuals are in a state of uncertainty, as mentioned above, as well as in conflict; defined in two ways. Conflict because of the individual's pursuit of own interests which is somehow constrained because of the normative rules of society. (Geser, 1992) On the other hand, Yates (1962) asserts that "...an individual may be regarded as being in a state of conflict whenever alternative modes of reaction are simultaneously open to him" (p. 139) The relation of the individual level culture and organisational level culture has been explored by some researchers under the person-organisation fit (Chatman, 1989; Schneider, 1990; O'Reilly, et al., 1991).

3.4.2. Uncertainty

Pressures are most strainful at the individual level. Wilkins & Ouchi (1983) argue that this added degree of stress takes effect because "...individuals, are limited in their ability to comprehend and process information" (p.475). Geser (1992) differentiates between the ability of organisations—the first level of culture—to adapt to external pressures by allocating 'space'; opposed to the individual who allocates time to cope with pressure. For example, Dutton (1986) defines a crisis as when "...an issue is critically important, and there are additional elements of time pressure and uncertainty associated with it" (p. 501). Thus, when faced with a crisis situation, the organisation could allocate a task force but individuals have to allocate more time. The impact of such extreme uncertainty is the need for co-operation. The explanation offered by Weick (1991) is that the breakdown of the task complexity when undertaken by a team reduces confusion.

This brings us back to the issue of paradigm interplay. We mentioned above that Schultz & Hatch (1996) argue for a strategy of interplay in paradigm crossing by looking at connections and holding differences at the same time. We also demonstrated that co-operation within groups might lead to conflict between groups. Similarly, conflict experienced at the individual level can lead to uncertainty. We are now stating that uncertainty at the individual level can lead to co-operation at the group level. Going a step further, Staw, Sandelands & Dutton (1981) mention that threat at the group level—as in a crisis— could lead to intra-group cohesiveness and inter-group conflict. We show these relationships because this whole section was organised so as to represent the different levels of culture, and how conceptualisations of forces effecting each level have been demonstrated in the literature. On the other hand, an important point to be raised is that these three levels and the forces acting upon them, from a dynamic perspective, are interrelated. The relations stated above confirm this fact.

As conflict can be sometimes beneficial, so is uncertainty. McCasky (1988) synthesises the fruits of confusion due to uncertainty by stating that "...our minds reach beyond what evidence can prove to infer what is going on" (p.7). While Kotter (1995) explains that one of the factors leading to a successful transformation is the feeling of urgency. From his experience, showing the risk involved with sticking to the same recipe will result in change seeming relatively less risky. In certain cases he has observed, management might create an artificial crisis to awaken the culture. Crisis can, then, be natural or artificial and it leads to stress or confusion. Pascale (1991) when describing the case of General Electric states that may be one of the reasons for the organisation's success was the continual change of leadership with an extreme shift of paradigm. If we were to regard that extreme shift of paradigm as a state of crisis because of sudden and radical change, then the repercussions should be evident on the individual level.

3.4.3. Summary

This level represents the final level of analysis: the individual. Individual's goals are too varied to amount to coherence or conflict. Uncertainty is the dominant theme expressing the need for co-operation under stress or crisis. Studies on that level are more directed to human resource issues than cultural issues showing the need for more research. It is important to highlight Wilkins & Ouchi's (1983) claim that:

> "...the notion of goal congruence helps us understand the motivation of members to cooperate and work in clan...how members, once motivated, in general determine what is in the interest of the clan...neither concept requires the assumption that clan members have specific goals in common."(p.471)

We have also demonstrated that these three levels are pure forms, and to achieve a more realistic conceptualisation of OC; the dynamics of the interrelations between the three levels should be elaborated upon. As a way of viewing OC, the three levels have to be considered simultaneously.

4. Conclusion

Throughout this chapter, we have tried to not only demonstrate the complexity of OC theory, but also to advance a view that may encompass most of the research examined. We believe that by achieving this we have offered a way to 'peace' in the 'Organisational Culture Wars;' a metaphor that has been advanced by Martin & Frost (1996) exemplifying the vigour by which the debate in this field has been evolving. The conceptualisation offered, in figure (2-2), is a means to reconcile the different views that were observed in the literature. Armed with that in the next chapter, we attempt to go a step further, by expanding the notion into a framework for the examination of OC and service quality. Moreover, relevant studies at the interface of the two fields will be examined.

Chapter 3: Organisational Culture and Service Delivery

1. Introduction

The purpose of this chapter is threefold. Firstly, to shed light on the quantitative-qualitative suitability of method debate in cultural research. Secondly, to review previous research focusing on the links and relationships between organisational culture (OC) and organisational outcome including service quality, as well as other theoretical studies focusing on OC and marketing in general. Thirdly, to outline and explicate our theoretical model.

2. The Assessment of Organisational Culture

Chapter 2 was a presentation of how an OC could be conceptualised. Over and above what an OC includes, it is important to delve into how an OC is assessed. In this section we will present two parallel lines of thought that make up the two main paradigms for the assessment of OCs in the literature. As we will argue, closely related to that is the debate concerning which method to use in the assessment of an OC.

2.1. Functionalism versus Interpretivism

Distinctions have been made between two ways of thinking about OC. Culture as a 'variable' reflecting the functionalist instrumental aspects, and culture as a 'root metaphor' recognising the symbolic form of human expression in organisations (Smircich, 1983b). Both paradigms lead to highly differentiated approaches and result in different methods of research. On the other hand, there is a common focus on language, stories and rituals among other things. Alvesson (1995), recognising the above two approaches, argues that research usually falls in the middle and that the pure form of either approach is not fruitful. He calls for a balance between the two approaches, so as to "...grasp the values, beliefs, and assumptions associated with the material and social practices of organizations" (p.71).

Mentioned in the previous chapter, Schultz & Hatch's (1996) insightful suggestion of a 'paradigm interplay' strategy between functionalist and interpretive paradigms, shows the similarities and contrasts between the two paradigms (see table 3-1a & 3-1b), thus pointing to three interplay points in OC research:

1. Generality-Contexuality: This highlights the point that some cultural aspects would be general across organisations without losing the fact that OCs are unique for every organisation and the context has to be considered;

2. Clarity-Ambiguity: The fact that sometimes organisational life might seem clear does not exclude the ambiguity of daily lives. In Meyerson & Martin's (1987) three perspective approach, they argue that ambiguity has been partially neglected and so they offer the fragmentation paradigm to deal with this short come. Since the focus on ambiguity will also give us a partial image of an OC, then both clarity and ambiguity should be considered;

3. Stability-Instability: This points the attention to culture as a stable set of values that change over time in a dynamic world. Values are fairly stable as long as they preserve the organisation and even when they prove to be hindering the organisation, they are still hard to change. In a dynamic world values will be unstable at a time according to the organisation's life cycle. The stability-instability of OCs is the third tension that has to be considered in research.

To the above three points of tension, we would like to add a fourth point. That is of agreement-disagreement. We can safely claim that there could be a set of agreed upon values in an organisation and this agreement would seem to diminish as we travel down the levels of culture; from organisational level to the individual level. Cultural agreement has been discussed in Stevenson & Bartunek (1996) where they state that Martin (1992) refers to different categories of agreement in her model. Agreement is an important variable in Martin's (1992) study and is referred to as consensus. The figure (2-2) presented in the last chapter displays an agreement-disagreement dimension to an OC.

Table (3-1a): Contrasts between Functionalist and Interpretive Assumptions

Dimension	Functionalism	Interpretivism
Analytical Framework	Predefined and universal: Similar levels and functions of culture are documented in all organisations	Emergent and specific: Opportunities for creation of meaning are unique to each cultural context
Model of Analysis	Categorical: Identification of cultural elements and discovering the causal relations between them	Associative: Reading meanings and exploring the associations between them
Analytical Processes	Convergent: Condenses and brings elements of cultural analysis together	Divergent: Expands and enriches cultural analysis

Source: Schwartz & Hatch (1996), P.537

Furthermore, recent research building upon the three perspective view of OCs has recognised the importance of agreement as a focal point. Wilson (1997) in an empirical examination of the three perspective approach, provided several hypothesis to test for the 'sharing' of culture. In a bank setting, the organisational level was the aggregate data from all respondents in all branches, which showed that the employees do not tend to share the same values. The group level was the branch in which the differentiation perspective was examined and the results show that there is branch consensus. The fragmentation perspective was examined through the position of the individual as well as answers to items probing whether the respondents experience role ambiguity.

Table (3-1b): Connections Between Functionalism and Interpretivism

Connecting Assumptions	Functionalism	Interpretivism
Culture as Pattern	A pattern of values or basic assumptions	A worldview or webs of significance
Culture as Essence	Discovering the deep level of culture makes it possible to decipher visible and espoused levels of culture	Interpreting the symbolic expressions and representations of deep layers of meaning
Culture as Static	Predictable, linear, deterministic stages of development	Interrelated, circular relations between interpretations and meaning

Source: Schultz & Hatch (1996), P.540

This type of research can be characterised as functionalist and is quantitative in nature, and regardless of any attacks that would emanate from the qualitative \ interpretive orientated researchers, is consistent with our conceptualisation of culture as a phenomenon that can be examined at the individual, group and organisational levels. Not only that, but as Wilson's (1997) analysis shows, it provides for a more informed insight into the OC examined.

Following from these arguments, Klein et al.'s (1994) assumptions, mentioned in chapter 2, regarding heterogeneity and homogeneity could both be applied to cultural research, or in other words, neither can be written off as unsuitable. The more powerful assumption would be that cultural phenomenon is heterogeneous, taking into consideration that homogeneity could be a special case and could characterise certain organisations where there is a very high degree of agreement, to the extent that the culture seems homogeneous.

2.2. Quantitative versus Qualitative traditions

On similar lines, there exists a second divide in cultural research. Rousseau (1990) argues that qualitative methods in organisational research gained prominence in the late 1970s. He claims that: "It reflected a view of organisational phenomenon as particular and idiosyncratic rather than as replicable and well defined" (p.162). The distinction Rousseau (1990) makes is between quantitative and qualitative methods. The former being associated with the variable approach. The author encourages the use of mixed methods in understanding an OC.

The assumptions that culture is embedded in the unconscious, it is unique, the difficulty of its assessment with a standardised instrument and the possibility of misrepresenting data through aggregation of individual responses, has tied cultural research with qualitative methods. The above highlights the debate in OC research involving which method is more useful, be it qualitative or quantitative. Hofstede et al.'s (1990) research utilised both, although the main conclusions were drawn from the quantitative side. Nonetheless, the use of a qualitative descriptive background to the research gave it a case study feel and the reader could relate to the results.

The call for mixing methods has been echoed elsewhere. In the marketing literature, Deshpandé, Farley & Webster (1989) state that:

> "Our own position is that culture topics in marketing can and should be studied by *both* traditional survey research and ethnographic methods." (p.5)

This position is based on the assumption that an OC is a group, organisation and individual phenomenon. It has an environmental side that has to be accommodated as well as being endogenous to the organisation. Finally, it is both the process as well as the outcome of human interactions. Such an all encompassing view requires the use of both quantitative and qualitative techniques to gain the most insight. To illustrate we take an example of an established quantitative measure of culture.

2.2.1. The Organisational Culture Profile

Quantitative approaches to culture tend to rely on instruments for the measurement of culture. There are several instruments available, most of them published in the 1980's. Some instruments would measure behavioural norms (For example Organisational Culture Inventory, Cooke & Lafferty, 1989; Kilmann-Saxton Culture-Gap Survey, Kilmann & Saxton, 1983). Other instruments are designed to measure values and beliefs (For example Organizational Values Congruence Scale, Enz, 1986; Corporate Culture Survey, Glaser, 1983) These instruments tend to overlap in terms of the scales used and conceptually regard the OC in the same way (Xenikou & Furnham, 1996). For illustrative purposes we examine one instrument which focuses on values.

A series of studies have dealt with an evaluation instrument labelled the Organisational Culture Profile (OCP). According to O'Reilly, Chatman & Caldwell (1991), the OCP is a set of value statements that respondents are asked to sort into categories, with constraints, from the most characteristic of their firm to least characteristic. Following the Q-Sort method, the authors used the OCP to evaluate person-organisation fit, and their results show a statistically significant correlation between fit, commitment, satisfaction and turnover.

The Q-Sort methodology assesses values that would be social from the respondents' point of view. The values are arranged according to a constrained importance order, thus complying with Rokeach's (1973) definition of a value system:

> "A *value system* is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance." (p.5)

The reliability of the OCP can be further shown in Chatman & Jehn's (1994) study of the relation between industry characteristics and the OC. The results of this study were complex and did not strictly adhere to the hypothesis; but nevertheless they showed that the OCP could be very helpful in evaluating cultures across industries. One problem as stated by the authors was

> "...there were differences for some dimensions in variance across firms within industries. Although we did not generate specific hypothesis regarding the likely within-industry variation...this variation affects the interpretability of the hypothesised results." (p.541)

The use of the OCP instrument could provide an organisational values map, this could have several uses. Firstly, to identify the main values in the organisation. Secondly, to identify certain groupings that share these values. Thirdly, to identify the strength of the values.[29] Finally, it would allow for comparison across the three levels of culture; the organisation, group and individual.

Although the measure is shown to be valid and reliable, there is a constraint under this type of analysis. The use of 52 general values to describe the OC is very useful, but different values can have different meanings depending on the OC under investigation. Let us take the example of 'low level of conflict,' one of the values in the OCP instrument. Does a low level of conflict mean the same in an academic culture where collegiality is the norm as compared to other industries?

[29] Gordon & DiTomaso (1992) correlated cultural strength with short-term performance. Here, cultural strength was computed according to the standard deviation across answers to survey questions; so smaller standard deviations imply higher agreement. Cultural Strength in Smart & John (1996) is the degree of congruence between espoused values and actual managerial practices. In the first case cultural strength is the degree of agreement regarding a set of values whilst in the latter it is the degree of congruence.

The OCP can aid in identifying the sharing of some values across the organisation but it will not tell us how or why these values are shared. Through utilising such an instrument, it is quite hard to know what a particular value really means in the context of a certain OC. Qualitative analysis, through in-depth interviews, is better suited for such a task. Especially if the emphasis is on understanding a few OCs, and not cross-industry comparisons or large samples as is usual in a quantitative measurement of OCs. This issue will be discussed further in Part II.

3. Organisational Culture and Service Quality

The main motivation behind linking OC to SQ is expressed clearly by Deshpandé et al. (1993). They state that:

> "Hence a simple focus on information about the needs of actual and potential customers is inadequate without consideration of the more deeply rooted set of values and beliefs that are likely to consistently reinforce such a customer focus and pervade the organization." (p.27)

The study of SQ from a service organisation's point of view can be regarded as an outcome[30]. We assume that the existing culture will effect the result of the organisation's efforts. Our aspiration is to be able to understand the nature of this link.

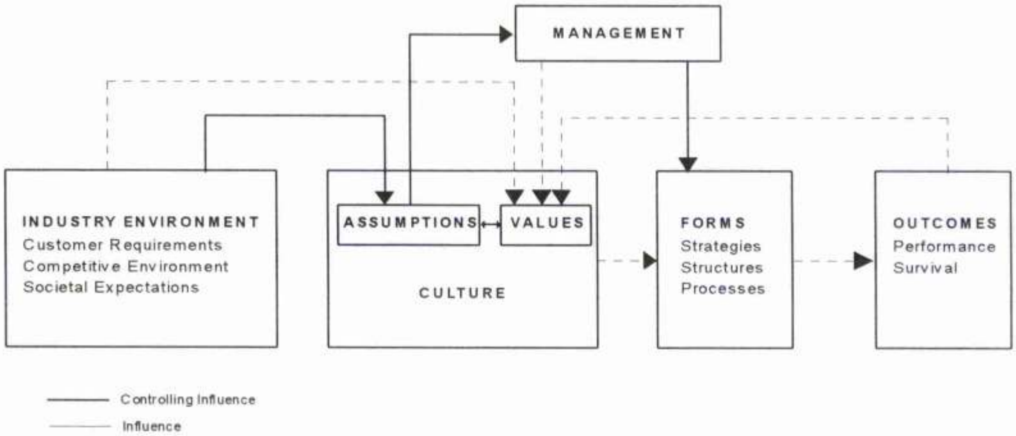
3.1. Organisational Outcome

There are some stipulations in the literature regarding the relationship between OC and outcome. For example, Gordon's (1991) conceptual offering (an industry driven model of OC), in which the organisational outcome is supposed to be influenced by 'organisational forms' (strategies, structures and processes), which

[30] According to Deshpandé, Farley & Webster (1989): "... the marketing concept defines a distinct organizational culture, a fundamental shared set of beliefs and values that put the customer in the center of the firm's thinking about strategy and operations." (p.3) It follows that organisational outcome would be customer satisfaction.

in turn are influenced by the culture. Organisational outcome is shown as influencing the values of a given OC. The model is presented in figure (3-1).

Figure (3-1): Gordon (1991) Model of Industry-Driven Culture Formation



Source: Gordon (1991), P. 400

Industry environment — including customer requirements, the market place competitiveness and societal expectations — will effect the culture's basic assumptions. Management guided by these assumptions will create the appropriate forms—strategies, structures and processes. Basic assumptions tend to effect the culture's values, thus, conveying required values for that specific industry. Management can also influence these values through informal means. The organisational outcome, as in the performance, will provide for a knock-on effect on values according to what works and what does not. The model recognises several important relations to an OC:

- The environmental influence, including industry, market and society;
- Strategies, structures and processes are influenced primarily by management, which is in turn influenced by the culture, and secondarily by the existing culture;
- The feedback effect of organisational outcome on OC, thus making the model rather more dynamic in its outlook on OC change.

The model on the other hand does not recognise the influence of forms on the culture. Forms are portrayed as being erected by management and follow from culture, while forms may actually influence the culture or are even a part of it. For example, Gregory (1983) turns our attention to the fact that: "...culture concerns all aspects of a group's social behavior, including their formal laws..." (p.359). Furthermore, we could consider Bate's (1994) thesis that culture, as handled in the literature, is synonymous with strategy. In contrast, Gordon (1991) considers strategy as a product of management, which in turn is affected by basic assumptions and affects values. On the other hand, Bate (1994) noting that culture is the way a given organisation has developed to cope with the external environment, claims that culture *is* strategy. There would also be benefit from including a feedback influence from outcome to management. We would assume that management would be influenced by the performance and may try to influence the forms accordingly.

3.2. OC and Performance

The publishing of Deal & Kennedy (1982) and Peters & Waterman (1982) was an indication of how popular the idea of linking OC to performance has become. Saffold (1988) calls this approach the 'Trait Approach'. The aim was to link better performance with the stronger manifestation of certain values and behaviours, or traits. Saffold (1988) mounts five criticisms against such approach (Exemplary works for this approach: Deal & Kennedy, 1982; Dennison, 1984; Ouchi, 1981; Peters & Waterman, 1982).

- The assumption of Unitary Culture: Studies tend to emphasise a homogeneous culture which is contrary to the current research; as has been unravelled in chapter 2 when discussing the concept of OC;
- The ambiguity of strength as a measure of culture: there is no operational definition of strength[31];
- Dependence upon composite culture profiles: there is a reliance on broad aspects that should be typical of high performance organisations. The results are generalisations that do not tackle the uniqueness of OCs;
- Insufficient attention to culture-performance links: simplistic relations are suggested in such studies;

[31] See footnote 1 for two different definitions of strength.

- The use of inadequate methodologies: few studies would show that the same traits characteristic of high performers, are not characteristic of low performers.

Further support to Saffold (1988) criticism of the 'excellence models' is offered by Gordon & DiTomaso(1992). They note that:

> "... these arguments have been conceptual and anecdotal or have been case studies without formal measurement of either performance or culture." (p.783)

Similarly, Wilson (1992) scrutinises the study of culture and performance by concentrating on the excellence models. On the empirical side, these studies according to Wilson (1992), were flawed by sampling methods as well as the availability of other reasons to explain the observed high performance, which was not necessarily sustained after the period of the study. Theoretical flaws accompanied this, including the simplicity of causality and theoretical basis. The studies tended to be management dominated and assume a 'one best way of organising'. We agree with these criticisms as directed to the excellence models. OC research only gained popularity because of these studies, but theoretical advancement is debatable. Since the eighties, work on the field has been directed to address these flaws, and the 1990s have witnessed continual progress in OC research.

Indeed, Siehl & Martin (1990) dismiss the links proposed in research between OC and financial performance as empirically unsubstantiated and perhaps will never be. Examining several studies proposing an OC link to financial performance[32], they argue that these studies tend to be, on the whole, merely scratching the surface of cultural understanding. One crucial point they make is that these studies concentrate on the shared aspect of culture. Now, failing to see the other side of the coin where the aspects that are not shared, from our point of view, could be as important as considering the shared aspects. This flexibility of focus could aid us in uncovering more intricate features of an OC. The intention here is to state that specific features, or traits, that are 'good' regarding an OC do not necessarily

[32] Including Ouchi & Johnson (1978), Peters & Waterman (1982), Dennison (1984) and Gordon (1985).

exist. The question that should be asked is: how do the cultural features observed in an organisation, considering the contextual factors, contribute or effect the outcome? In the case of this research, the outcome is SQ.

Examining a recent work on OC and performance should help to illustrate the above criticisms; Kotter & Heskett's (1992) book *Corporate Culture and Performance* is a classic example. Their study, clearly nested in the integrational perspective, outlines three different cultures: strong, strategically appropriate and adaptive. The authors build upon these types of culture and, using case studies, prove that the adaptive culture presents the only way to develop and preserve the culture. In this respect the study concludes that a strong culture with adaptiveness at its core, as well as being congruent with the strategy, will lead to higher performance. This perspective on culture is reminiscent of earlier excellence models where a certain type of culture can be hailed as the best performing.

3.3. Models of OC-SQ

To date, there are not many studies that delve into both issues of OC and SQ, especially ones testing for the linkages. There is the conviction that an OC plays a crucial part in the delivery of SQ (Day, 1998). There seems to be a shortage of models that could explain or aid in understanding the mechanics behind such a relationship (Conrad et al., 1997). In this section, we will try to present some of the studies that are closely related to our type of research, be it empirical or conceptual work.

3.3.1. Klein et al. (1995) on Culture, Control and Quality

Although this is more of an empirical study than a model, the relevance of the study makes it worthy to be discussed in detail. This study identifies three kinds of OCs:

- The constructive culture reflecting achievement, self-actualising, humanistic-encouraging and affliative norms, has been shown to be positively related to flat structure and SQ as hypothesised.

- The aggressive/defensive culture reflecting avoidance, oppositional, power, competitive and perfectionist norms. It is positively related to SQ, contrary to the hypothesis, and positively related to hierarchical structure.
- The passive/defensive culture reflecting approval, conventional, dependence, avoidance and perfectionistic norms. This one has no relation with SQ and is positively related to a hierarchical structure.

One important finding of the study is that the relation between OC and SQ can be empirically demonstrated. The authors have tried to generalise the findings by examining 159 service sub-units. This exact strength is also the weakness of the study. Neglecting the context affected the explanatory power as well as synthesising the direction of influence. Qualitative data, would have proven most valuable. The authors hypothesised that only constructive cultures would be positively related to OC. The findings show that aggressive/defensive culture is also positively related to OC; which is logical if that culture advances competitive norms. The assumption that a type of culture would be ideal in the provision of SQ resembles the old refuted notion of the "best way" of conducting business. It might be the case that aggressive/defensive cultures lead to SQ in certain contexts but it is hard to imagine that such a result could be generalised. This argument is supported by some unexplained results of the study. Hierarchical structure is negatively related to SQ and positively related to passive/defensive culture. On the other hand, passive/defensive culture was not related to SQ. In order for the study's point to be proven, there should be a type of culture that negatively relates to SQ. The study has shown several associations between variables that unfortunately could not be integrated into a model. The methodology used did not allow for more than that.

3.3.2. Conrad et al. (1997) on Culture and Customer Satisfaction

Similar research utilising a typology of cultures is the Conrad et al. (1997) work. The authors further the argument through recognising the fact that organisations are mostly a mix between the culture types rather than easily categorised under one label or another. Referring to past research identifying the 'best' type for a customer orientated approach, they hypothesise that the ideal type should be a weighted measure of a mix of the types proportionate to the type's degree of contribution to customer satisfaction. By identifying the ideal type, the usefulness of the measure is demonstrated by a profile deviation analysis. The research is comparing a sample of firms to the best practising firms. The latter group is the top 10% (n=6) of performers on a four item measure of the firm's attention to customer satisfaction. The distance between a firm's profile and the ideal profile should be significantly negatively proportionate to the attention to customer satisfaction. The second hypothesis looks at the particular type and the degree of contribution to the ideal mix[33].

The first hypothesis was supported, which was not the case for the second one as the findings show that the adhocracy type and to a lesser extent the clan types provide for the biggest relative contribution to the ideal mix. These two types, the authors contend, are characterised by flexibility, spontaneity and this is opposed to the stress on control, order and stability characteristic of the other two types, market and hierarchy.

The measure of degree of attention to customer satisfaction is central to the whole study. The identification of the best practice is reliant on the measure and indeed the proof of the first hypothesis is the negative correlation between the same measure and the distance from the ideal mix. The identification of the greatest contributor to the ideal mix is again reliant on the measure. This makes the measure itself crucial to the reliability of the results obtained. The measure consists of four items, which poses the question of the effectiveness of such a scale. This may be a contributor to the differing results obtained in this study.

3.3.3. Contextual Uniqueness

If the above two studies are indicative of anything, it is that the contextual uniqueness of every organisation and its operating environment will create difficulties for research trying to find whether a certain type of culture is suitable to provide customer satisfaction or SQ. The difficulty emanates not from the measurement of customer satisfaction or SQ (which is a problem encountered when measuring business performance as reviewed in Section 3.2.), but the inherent problem is being able to realistically typify cultures.

[33] The authors used the same types in Deshpandé et al. (1993); the greatest contribution of the market culture and in descending order the Adhocracy, Clan and Hierarchy.

Moreover in a service context, as Woods (1996) when examining hospitality organisations states that:

> "Culture influences performance in another way, i.e. by creating conditions in which employees are more likely to have positive interactions with their guests because of the high levels of people-focused cultural congruence in the organisation[34]." (p.31)

This is a very important point and is further explained by Harrison (1987). The author, comparable to the studies cited in the previous section, classifies cultures into four types. These are power, role, achievement and support cultures. However, believing that cultures can actually be a mix of these pure types (on similar lines to Conrad et al., 1997 in section 3.2.2), Harrison (1997) goes on to claim that the service produced by different cultures is not just 'good' or 'bad', but is in effect qualitatively different. That is the service will 'feel' different to its customer, as a service could be good but will feel different depending on the provider. The style of the service, then, is culturally determined.

3.4. A Levels of Culture Model of OC-SQ

In this section, we will try to integrate as many of the ideas displayed in this part of the present research. We start by realising that any organisation is influenced by constellations of value systems that tend to overlap. Research has led to the identification of two distinct external sources that influence an OC, the organisations' geographic location and industry membership.

An organisation resides in a country. Research by Hofstede (1980) has shown that culture dimensions vary in subsidiaries in countries belonging to the same multinational. Different Countries possess inherent value systems formed throughout history that will effect the OC. The society that the organisation belongs to is labelled the macro-culture; Beck & Moore (1985) state that:

---

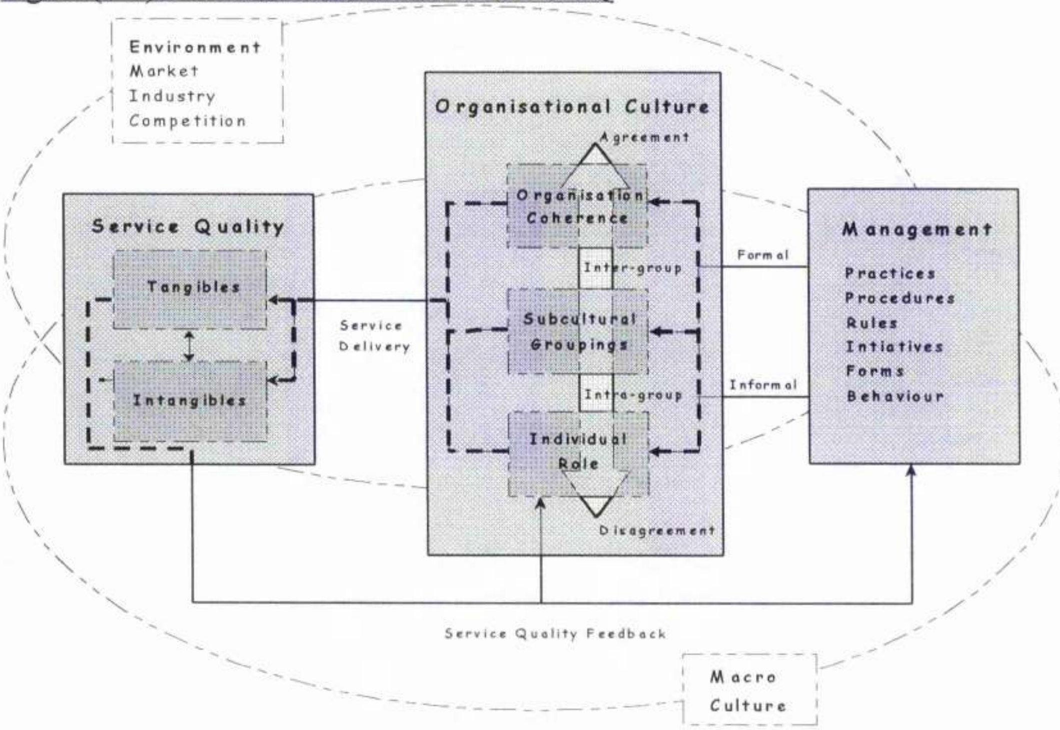
[34] Cultural congruence here means the degree to which the values and norms of behaviour are shared within the organisation.

> "Cultural attitudes and assumptions provide a latent background to human action; they are like the frame on a picture, providing a reference point or a sense of clear boundaries." (p.335)

Industry is the second external influence on OC. Gordon (1991) proposes this hypothesis and Chatman & Jehn (1994) go as far as claiming that most variance in OCs is observed across industries than within them. The latter's hypothesis was not fully supported, which leaves us with the notion that firms within the same industry tend to share some values. More moderate is Gordon's (1991) proposition. He recognises that industry will form a set of basic assumptions, but on the other hand differences in values and basic assumptions may exist in different companies in the same industry. Problems would arise when the values or basic assumptions held by the company would weaken the basic assumptions on which the industry depends.

There are three main components to the model shown in figure (3-2). The SQ measured as perceived by the customer. It is a performance based measurement and would include tangible as well as intangible aspects of the service (See chapter 1). The levels of culture are embedded in the macro-culture, which overlaps with the industry and market. As shown in chapter 2, management will effect the culture on different levels. On the other hand, the SQ provided will flow from the culture and will be influenced by it. It is a requirement for a culture to agree on customer orientation values. The degree of agreement will vary across different organisations, but the literature points towards such a link (Kotter & Heskette, 1992; Day, 1998).

Figure (3-2): A Multi-Level Model of OC & SQ



Management through formal and informal means can influence the OC. Management sets the control mechanisms, undertakes the planning, espouses marketing orientation values and communicates objectives. From a SQ standpoint, management should provide the leadership necessary to gear the organisation through its members to view the customer as the centre of operations. The cross section of the OC in figure (3-2) shows the levels of analysis with cultural manifestations at each level. In chapter two we concluded that at each level of analysis the search for culture leads to a different view and thus a definition of culture. At the organisational level, we would experience cultural integration with high agreement among the parts. This is exemplified by the 'Strong Culture' thesis. When the unit of analysis is the group, subcultural differences arise and if the group is examined on it's own, then a degree of consensus would be found among the group. Finally, when the individual is under examination, the importance of the role occupies the centre of the stage. The individual's role as a member of a group and an organisation, shaping and interacting with the culture is under examination. The influence of management is suggested to extend to the three levels of the OC, and they in turn influence SQ through the service delivery.

The service consists of tangibles as well as intangibles and thus the influence of an OC can weight differently on either component. The loop of influence is completed through the service quality feedback. We observe that the feedback arrow is connected to the OC, possibly the individual level, and management.

The model in Figure (3-2) includes some relationships that have been exhibited in previous research; management values as influencing the OC through formal and informal means. This is supported by congruency between espoused values and actual practices advanced in the literature as well as ethnographic research concentrating on the symbolic managerial actions. The degree of agreement on cultural values will tend to decrease as we travel down the levels of culture from the organisational to the individual level. Depending on the culture, the service will be delivered in a certain fashion. For instance a managerial philosophy which advances a value for money service and is communicated to the culture to the extent that it is absorbed, may tend to deliver a service which emphasises fulfilment of the customers' basic needs. This may lead to a concern over the more tangible parts of the service or the core aspects of the service package. Similarly, a managerial philosophy emphasising customer satisfaction may provide a service that will fulfil the tangible as well as the intangible needs of the customer. The attention of this particular culture will be distributed among the core as well as peripheral aspects of the service.

4. Conclusion

As a final note, we would like to emphasise that OC research delves beyond the obvious. The aim is try to get to the heart of the organisation. SQ emphasises the intangible as well as the tangible aspects of the product. It is due to this emphasis on intangibility that leads us to relate these two concepts, in an attempt to find relations overlooked by research in other branches of management studies.

On the other hand, OC should not be taken as a mere variable belonging to the organisation, it is a whole approach for viewing it. The cultural lens allows us to see other aspects of the organisation that are unexplained by alternative approaches. As the tradition with organisational behaviour to analyse at the organisational, group and individual levels, we argue that there are cultural influences at these levels. It is by adopting this approach that we can uncover the mechanisms behind SQ provision.

The literature reviewed in this chapter if indicative of anything, tells us that the uniqueness of OCs require a culturally sensitive framework. The mix of methods and balance of assumptions is necessary not only to grasp the points of tension outlined above, but also to be able to examine culture at different levels of analysis. The theoretical model advanced in the previous section is operationalised in part III where we examine two case studies of residential & catering services in two Scottish Universities. The methods employed in data gathering and analysis will be explained in the following two chapters.

Part II: Methodology

In this part of the study, we aim to explain the methods employed in the empirical part of the research. Within the case study research design presented in chapter four, we employ several methods. Firstly, in-depth interviews with members of the service used to gather contextual data regarding the organisational culture. This is outlined in chapter five. Secondly, student perceptions of service quality through a questionnaire instrument. Since, there are many aspects to a questionnaire design and implementation, chapter four is dedicated to this topic. A pretest of the instrument is also presented in the same chapter. The above two methods are complemented by documentary analysis of the residential service's publications, an overview of which is presented in chapter four.

Chapter 4: The Case Study Design

1. Introduction

In this chapter we will explain the methods used in this empirical section of the research. A literature review of the research strategy and the different methods will be presented. We will argue that the case study research strategy is best suited for such an investigation. The review of literature on case study research reveals its flexibility and, by embracing it, the possibility of combining qualitative and quantitative methods; this turns out to be highly suited to research on culture. Data collection methods will be explained; comprised of quantitative service quality questionnaires in addition to qualitative data collected using in-depth interviews with members of the organisation. Secondary sources as in published material from both sites will also be examined. Guided by our basic theoretical model, in figure (3-2) we hope to gather evidence from the field that will explore the nature of the relationship between service quality and organisational culture.

The importance of residential and catering services has been understated in the recent attention given to the issue of quality in higher education. With studies on quality of teaching, libraries and support services gaining more importance, there is a gap in research on residential and catering services. A big part of the research on quality in Higher Education attempts to evaluate the whole educational experience with an obvious, and warranted, emphasis on teaching (See for instance, Aldridge & Rowley, 1998; Hill, 1995; Joseph & Joseph, 1997; Owlia & Aspinwall, 1996; Rowley, 1997). Residential & catering services would then be categorised under the tangible aspects of the service, or otherwise categorised as support services. (Owlia & Aspinwall, 1996) This research aims to construct two case studies of residential and catering services in Scottish Universities. Exploratory case studies will be used in an attempt to establish the service quality levels provided from the student/customer point of view. Of course, the service provided can not be detached from the organisation behind it, thus an organisational culture assessment is needed. This will aid in understanding the reasons why the service provided is as such.

1.1. Significance of the Study

This study is of practical as well as theoretical significance. With the onset of the era of managerialism in higher education, managers may try to examine every aspect of the university and how it could contribute as value added to the overall service package (Blakey, 1994). University residential and catering services could be a source of competitive advantage as a factor affecting the student choice (Preston, Wilson & Davies, 1992). Moreover, universities have the obligation of providing students with appropriate study environments, and students, we could assume, spend more time in residences than in the classroom or libraries. Finally, there is the issue of university funding and expenditure on residences, which should be geared to what is needed, whilst considering the student's point of view. This can only be achieved through proper research into students' views and requirements. Organisational culture assessment can also contribute to human resource management issues as well as pointing out aspects of the residential and catering services that are not expressed by the students.

On the theoretical side, this study offers several contributions. Firstly, the availability of a valid and reliable instrument to evaluate service quality levels as applied to residential and catering services is crucial. Secondly, the exploratory nature of the case studies will pave the way for more research to be undertaken to examine this area as part of the initiative to achieve quality in British higher education. Thirdly, the often proposed link between the concepts of organisational culture and service quality is underdeveloped in the literature, pointing to the need for more research. Finally, the utility of the organisational culture concept will be examined as well as arguing that the case study with embedded quantiative techniques is highly fruitful for this type of research.

1.2. Focus of the Study

By focusing on two residential and catering functions, the study will try to address the following general questions:

Are students satisfied with the service quality provided? and why?

What are the areas of strength or weakness in the residential functions examined?

Can organisational culture shed more light on the above topics?

Is there a link between organisational culture and service quality? and in what way?

How does the existing organisational culture of the residential functions examined effect the members' views on service quality? and students?

1.3. Research Design

A multimethod research methodology (Brewer & Hunter, 1989) was employed to construct case studies of residential functions in Scottish universities. Although it may seem straightforward that research on culture should utilise the case study strategy, this has not been the case. Research on culture is more driven towards the ethnographic side, or as a contrast, the quantitative side. At this point we would like to explicitly emphasise the value of the case study strategy as a fair balance between these two approaches.

Such research design, according to Yin (1994), is a multiple case embedded design; (type four). We attempt to present two cases of residential and catering functions with a focus on several units of analysis. Although the main unit of analysis, as the provider of service quality and the possessor of organisational culture, is the organisation, other units of analysis, as in the individual and the group, were included in the examination. Looking at several units of analysis is important in understanding the dynamics in operation. The same methods used in the first case study were replicated in the second case to allow for cross case comparisons.

The sites were selected according to a typology of Scottish Universities offered in the subsection below as well as the ease of access and co-operation. This is due to the nature of the study, which requires extensive data collection techniques that would not be successful without the due co-operation of the universities (Burgess, 1982; Marshall & Rossman, 1989). Apart from the fact that combining qualitative and quantitative data would lead to a clearer picture (Bryman, 1988; Burgess, 1984), we think that it is a necessary for this research which spans across the two fields of organisational culture and service quality. The remainder of this section looks at the different typologies of Scottish Universities offered in the literature, as well as the issue of access into the study sites.

1.3.1. University Typologies

In Scotland, the 1992 abolishment of the binary divide added five more institutions to the existing eight under the label of University. The five new universities are former polytechnics that have fallen under the Scottish Higher Education Funding Council's authority. The situation today leads us to believe that Scottish Universities can be regarded as a set of institutions with similarities more than differences. Scholars constructing university typologies have questioned such an assumption in an effort to group similar institutions together. The typologies reviewed below examine British Universities in general, so we have limited the review to Scottish universities.

A traditional approach to typifying universities is history. In Scotland, we find that there are seven old universities established before the 1960's and the Robbins reform, these are Aberdeen, Dundee, Edinburgh, Glasgow, Heriot-Watt, St Andrews and Strathclyde. Stirling University was established after the Robbins report on the model of the new university. The remaining five; Abertay Dundee, Glasgow Caledonian, Napier, Robert Gordon and Paisley, were a result of the 1992 change of Polytechnics into universities. Scott (1995) tells us that two hundred years ago six universities existed in Britain. These were Oxford, Cambridge and four Scottish Universities; Edinburgh, Glasgow, St Andrews and Aberdeen. The fact that three quarters of British universities have been established during the last thirty years casts doubt on the importance of age as a differentiator between universities in Britain. However, since our concern is with Scottish Universities and the fact that four out of thirteen universities are ancient prevents us from excluding age as a substantial factor. On the other hand, the importance of residential provision is another very important factor due to the focus of this study. Researchers have included a measure for the percentage of students living in halls of residence as a variable in constructing university typologies. In one study, this variable explained 5.5% of total variance (King, 1970).

Table (4-1): Eight Scottish Universities before 1992

	King (1970)	Dolton & Makepeace (1982)	Tight (1988)	Scott (1995)
Aberdeen	Group III (3.4)	Traditional Civic (B4)	Civic (3.4)	Ancient
Dundee	Group III (3.4)	Traditional Civic (B4)	Campus (5.7)	Civic
Edinburgh	Group III (3.1)	Traditional Civic (B4)	Civic (3.4)	Ancient
Glasgow	Group III (3.3)	Traditional Civic (B4)	Civic (3.4)	Ancient
Heriot-Watt	Group IV (4.3)	Technical (A2)	Technological (4.2)	Technological
St Andrews	Group II (2.1)	Arts & Social Science (C2)	Campus (5.8)	Ancient
Stirling	N/A	Arts & Social Science (C4)	Campus (5.2)	Old 'New' University
Strathclyde	Group IV (4.4)	Technical (A2)	Technological (4.2)	Technological

Source: Author's Compilation from King (1970); Dolton & Makepeace (1982); Tight (1988); Scott (1995)

King's (1970) typology consists of four groups, with 7 Scottish universities allocated to groups two, three and four. More recent research has identified five groupings with 8 Scottish universities again falling into three groups; technological, civic or red brick, and arts or campus (Dolton & Makepeace, 1982; Tight, 1988). Table (4-1) shows the organisation of Scottish universities according to these studies. It is worth noting that the typology by Dolton & Makepeace (1982) allocates Scottish Universities in similar subgroups which the other two typologies do not achieve, also Scott's (1995) study is not based on empirical data, but is a historical analysis. Unfortunately, typologies after 1992 like Tight's (1996) excluded Scotland due to lack of data.

Based on the above research, we can intuitively classify Scotland's thirteen universities into four categories:

1. ***The Traditional Civic***: Aberdeen, Edinburgh, Glasgow and Dundee.

This group characterises the established big city universities. This group is strong in research as well as subject spread making them the most comprehensive of universities.

2. ***The Technical***: Heriott-Watt and Strathclyde. Those two are more technical universities residing in the biggest cities in Scotland.

3. ***The Arts***: St Andrews and Stirling. Although this group comprises an ancient and a post-Robbins university, they have been included in one group in the above typologies which is reinforced by two factors. The location as a campus inherent in the old 'New' university idea. Secondly, the size.

4. ***The 'New' Universities***: Abertay, Glasgow Caledonian, Napier, Paisley and Robert Gordon. This group includes the former polytechnics.

The typology offered above is sufficient for our purposes, as it takes in consideration history and location, as well as other variables, for example, size and subject split. We have chosen to study the University of St Andrews (Arts) as well as the University of Strathclyde (Technical). Since we are utilising a case study strategy, we feel that the depth in which the issues will be discussed warrants a focus on two sites, rather than trying to achieve a survey of Scottish universities.

1.4.2. Access

Every organisation possesses 'Gatekeepers', who are key members of the organisation to be studied and that could allow access for a study[35]. In order to approach 'gatekeepers' in our study, letters were sent to ask for an informal interview, to explain the research purposes.

The literature on questionnaire design offered some insights on writing these access letters. For example, Bourque & Fielder (1995) offer the following guidelines for Questionnaire Cover Letters:

[35] See Burgess (1984) and Hartley (1994)

• Paper: Good contrast between print and paper, as in black and white. Colours like neon as well as colours that lower contrast for colour-blind persons should be avoided;

• Use of Letterhead: It establishes the importance and legitimacy of the study;

• Date: Identical or shortly preceding the postmark date on the envelope;

• Salutation: Personalise the inside address and salutation;

• Purpose of the study: Short and simple aim of the study;

• Incentive: Motivation to reply.

Popular literature on letter writing offered other intuitively practical guidelines for structure of letters. Beatty (1997) lists the following guidelines:

• Introductory Paragraph: Attention grabbing through personal contact, specific knowledge of university residences and catering service or the use of a compliment;

• Value-Selling Paragraph: Purpose and why this is beneficial for university;

• Background Summary: Background information about author;

• Action Statement: Prompt for action, as in ask for meeting or request access;

• Statement of Appreciation: "Thank you for your consideration. I look forward to hearing from you shortly."

On the basis on the above guidelines, the letter format shown in Appendix A, Exhibit (A-1) was mailed[36].

1.5. Combining Quantitative and Qualitative Research

It is by no means a new concept to mix qualitative and quantitative methods in culture research. We refer to two studies that utilised this strategy. Siehl & Martin (1988) in examining new employee socialisation process have used qualitative methods, including in-depth interviews, documentary analysis and participant observation, to get a feel of the culture. Based on this data they constructed a questionnaire instrument as a quantitative measure. On the other hand, Hofstede et

[36] We delve into the issue of cover letters because the letter presented in the appendix has been forwarded to interviewees, and thus the content of the letter is important as it forms the first impression.

al (1990) did the opposite of this data collection strategy. In the latter's research, qualitative data was gathered after administering the questionnaire measure. According to Bryman (1988) one way of blending both research traditions is the case where qualitative research facilitates quantitative research. The fact of the matter is that both studies used qualitative research to facilitate quantitative data. We would like to espouse another strategy where qualitative and quantitative methods are combined to give a more complete picture. Alasuutari (1995) mentions the complementarity of quantitative and qualitative methods as well as the need to utilise both in the following passage:

> "By arguing that qualitative material is more like a piece of the world being studied than just a set of measurements of that world I do not mean to say that we could simply study that piece, measure its dimensions, 'generalize' the results to the totality (population), and in that way find out what the world being studied is like. Scrutinizing, measuring and analyzing that piece is of course needed, but the results are useless as long as we do not know from what corner of the world the piece has been broken off." (p.45)

Case study research reflects this way of thinking. Formally speaking, Yin (1994) presents case study research as a way to answer the 'how' and 'why' questions. The researcher does not require control over behavioural events and the focus is on a contemporary issue. This is further demonstrated in Table (4-2).

Table (4-2) Yin (1994) Different Research Strategies

Strategy	Form of Research Strategy	Requires control over behavioural events?	Focuses on contemporary events?
Experiment	How, why	yes	yes
Survey	Who, what, where, how many, how much	no	yes
Archival analysis	Who, what, where, how many, how much	no	Yes/no
History	How, why	no	no
Case Study	How, why	no	yes

Source: Yin (1994), P. 6.

Since our goals focus on the how and why, this leaves us with three strategies, experiment, history and case study. The case study is then most suitable to our research since we need to focus on a contemporary event and we will not be able to control behaviour. In this respect, the remainder of this section gears the discussion towards the case study research and the mindset needed to undertake it.

2. Case Study Research

In this section an overview of the utility of the case study will be presented. Discussion of crucial issues, like the relationship between the research method and the theoretical base, and the justification of mixing methods in a research strategy, will precede the description of data collection.

2.1. A Strategy

Authors on case study prefer to promote it as a unique research strategy rather than a qualitative method. For example, Hartley (1994) describes the case study as a research strategy and not a method. This is evident by the fact that different methods could be used within a single case study; be it quantitative as a mail survey or qualitative as an in depth interview. The case study strategy, in Eisenhardt's (1989) words, "...focuses on understanding the dynamics present within a single setting" (p. 534). The aim is to examine the phenomena in its context, especially when the distinction between the context and the phenomenon is sometimes hard to observe (Yin, 1981).

The case study, although described as a separate research strategy, does exhibit a lot of similarities to qualitative methods in general[37]. This is apparent in Bryman's (1988) work on the characteristics of qualitative research. Qualitative research, first of all, is committed to examining events through the eyes of the people being studied. It is contextual in nature and events have to be understood in their wider societal and historical background. It is a flexible and open research strategy. Finally, theories and prepositions act as guides rather than formalised models. All of the above characteristics are evident in works on case study methods. In the following subsections, we explore these topics in more detail. We start with the relationship between the research strategy and the theoretical working model.

[37] For example, Yin (1992) argues that the case study research strategy is treated as a part of qualitative research methods and has never been given its due exclusiveness and distinctiveness.

2.2. The Theoretical Framework

In a quantitative research methodology, the investigator needs to clearly outline the theoretical relationships proposed. Based on the model, hypotheses are generated and are either proven or falsified. This is not the case here. Hartley (1994) explains that for a case study, a theoretical framework should be developed, but by no means should it be too specific nor should it offer rigid hypothesis to be tested. It is an inductive process, by which the theoretical framework emerges as data collection proceeds. In this respect, case study strategy is best suited for theory building. It is especially the case when the existing theoretical base is poor, according to Yin (1994), that case studies of the exploratory nature are in order.

For our research, there is a good theoretical base for organisational culture and service quality as separate concepts. None the less, theoretically, the relationship between the two constructs is in the unknown realm. Theoretical statements on the nature of the relationship would be almost unfounded. That is not to say that an exploratory case study design should proceed without a purpose or a definition of what is to be explored. It is in this respect we can observe the difference between case study research and qualitative methods such as ethnographic research. Types of qualitative methods try to deny the researcher any theoretical propositions; an example would be grounded theory.

There is benefit from limiting our theoretical propositions prior to data gathering. Eisenhardt (1989) argues that since the theory emerges from the field, this makes the resultant theory testable as well as consistent with empirical observations. In order to capitalise on this — testable and consistent theory — strength, the initial framework should not specify certain relationships between variables. The relationships are a result of the research. However, because of the amount of vast data produced, there is a need to identify the constructs used. This aids in grouping data around certain topics, in addition to facilitating analysis without losing flexibility. For example, interview data from different respondents pertaining to the same topic should be grouped together (Yin, 1981). It is a part of case study research to try to overlap data collection with data analysis. This is hard to achieve, but a degree of overlapping should be attained.

In case study research, the focus given to the subject of research is concentrated as well as exhaustive, this is in contrast to survey research for example. This leads Hartley (1994) to state that even a single case study could be sufficient for a scientific investigation, and in this instance contrasts within the case could be shown to clarify and explain. The addition of a second case, if means are available, will give confidence in the research as well as allowing for more scope for generalisation. Moreover, the availability of mini-cases within a case helps in generating a complex theory (Eisenhardt, 1989).

An often misconceived idea in case study research is the generalisation process. It is not like quantitative methods, dependent on the population and the sample examined, but is theory driven. The theoretical propositions, together with examining behaviour in its context could lead us to predict the behaviours common in certain situations. Yin (1981) offers an example that facilitates understanding this process. Let us assume that the researcher is interested in explaining a certain phenomenon. Now, let us imagine the researcher as a detective. The detective embarks on gathering evidence and piecing this evidence together. Hence, the result of the research is offering a set of explanations and the resulting evidence might be supporting one, more than the others. The 'riddle solving' role of the investigator is echoed more generally in qualitative methods[38]. Successful detectives tend to gather information from as many sources as possible.

2.3. Triangulation

Triangulation is central to case study research. Triangulation is attempting to examine the same phenomenon using a mix of methods; as a result we hope to improve the accuracy of the research. Data triangulation through examining multiple sources asserts the construct validity of the research (Yin, 1994). Jick (1979) claims that the best way for triangulation to be effective is to employ complimentary methods. Quantitative and qualitative methods are complimentary if both are used in a significant manner. The author explains with the case of mixing survey and fieldwork methods. Here the convergence of the data creates more confidence in the research results. On the other hand, non-convergence is still beneficial. It possibly allows for more complex explanations. The role of qualitative data is pivotal in such a task. Qualitative data usually adds depth and richness to research, whilst quantitative data provides definite measures. Moreover, the researcher's experience in the field makes him/her capable of inferring explanations to divergent results from the mix of methods. On this topic, Bryman (1988) states that:

> "Thus, discrepancies between the findings deriving from research in which quantitative and qualitative research are combined are not in the least unusual. Further, it is in the spirit of the idea of triangulation that inconsistent results may emerge; it is not in its spirit that one should simply opt for one set of findings rather than another." (p. 134)

This multiplicity of sources of data renders the case under study almost unique with an individual feel, which implies that it might be hard to repeat. Jick (1979) highlights the problem of replication in research utilising a triangulation of methods. To replicate a study with a mix of methods, sometimes used spontaneously, is almost impossible. Added to this is the difficulty of replicating qualitative studies in general. Yin (1994) recognises such a criticism, offering two techniques that could aid in case study replication; the case study protocol and the case study database. The case study protocol is mainly the documentation of every process of the research, so that the information could be available in case of replication. The case study database is making sure all the evidence collected — field notes, documents, tabular material from any questionnaires administered and interview transcripts — would be organised and available for other researchers to examine when needed. Both of these methods assert case study reliability. In the case of a doctoral thesis these methods are essential, and thus attention will be given to the careful documentation and inclusion of evidence in Appendices. An exception will be evidence collected that breaks the confidentiality between the author and informers. In the case study proposed weaknesses do not stop at the issue of replication.

[38] Alasuutari (1995) uses the term 'unriddling' for the interpretation of evidence.

2.4. Criticisms of Case Study Strategy

One weakness of case study research is the production of a complex theory that tries to replicate reality as closely as possible, resulting in a theory lacking an overall view. Another is the failure of the theory to depart from the specific setting to generalise. On the one hand, those weaknesses are offset by the fact that this strategy is highly suitable for topics not covered by previous empirical work or are not subject to intricate theoretical models, and those studies that tend to focus on exploration (Eisenhardt, 1989). An alternative view would be Yin's (1981) example of the researcher as a detective[39]. The explanation given for one case could be extended to other cases; assuming the researcher could differentiate between irrelevant information and between-case variations. Yin (1981) refers to this approach as a case-comparison approach. Moreover, Yin (1994) asserts that case study research is generalizable on the theoretical level and not the population or sampling level. The author explains the difference between inferences made as a result of survey or experimental research and inferences as a result of case study research. In the case of surveys, for example, the inference are 'level one' inferences and generalisation is extended to the population from the statistical sample. In case study research, it is a different stance. Inferences are 'level two' inferences and these are analytical generalisations. Here, we try to extend or construct a certain theory. Replication in this sense would be examining other cases and trying to see how well do new cases are being explained by the existing theory.

Finally, the rigor of case study research has been questioned. Yin (1994) in defence of this argument explains that other research strategies as in experiments or surveys could be subject to biased design and that bias is not confined to case study research. Case studies, are also criticised for taking a long time, as well as

---

[39] We have so far made a lot of references to Yin. The author is a prominent writer on case study methods and could be considered the authority on case studies as explained in this chapter. The importance of his work is evident in Platt's (1992) article and especially the following paragraph: "What Yin has done, thus, is to redefine case study method as a logic of design, seeing it as a strategy to be preferred when circumstances and research problems are appropriate rather than an ideological commitment to be followed whatever the circumstances. The logic he uses is, moreover, one generally accepted among contemporary methodologists rather than an alternative one; he has brought (his conception of) case study method into the mainstream intellectually, even if this does not yet show in the general textbooks." (p.46)

resulting in a long narrative. Yin (1994), through explaining the difference between a research strategy and a research method differentiates between the strategy and a particular method as in ethnography or participant observation. The former is different from the latter, and case studies need not take a long time or be comprised of lengthy narratives. This will depend on the research method.

3. Data Management

After delving into issues pertaining to the case study as the adopted research strategy, it remains to explain the specific methods employed.

3.1. Data Collection

One of the harder aspects of conducting a case study is pin pointing the unit of analysis (Yin, 1994). The Unit of Analysis is the focus of the study; for example if our study focuses on group dynamics, then, the group becomes the unit of analysis. Therefore in our research, we have to focus on the research questions. We would like to focus on the nature of the relationship between organisational culture and service quality. We have already stated that service quality is the product of the organisation, and hence, our primary unit of analysis becomes the organisation. So, each organisation will comprise a case. On the other hand the examination of individuals and groups is essential to our theoretical framework. Yin (1994) offers an embedded research design to cope with such a case. In this respect, although we are focusing on the organisation, we are actually applying multiple units of analysis by looking at the individual and the group.

For the purpose of this study, quantitative data will be collected by:

1. A service quality measurement instrument based on the literature to be administered on a sample of students in each site to determine service quality levels. The instrument would include tangible and intangible aspects of the service as pertaining to residences and catering services. (The instrument design and implementation is the topic of the following chapter)

To complement the above, qualitative data will be gathered by:

1. Interviews with students regarding residential & catering service quality. The use of interviews allows for the free discussion of aspects of the service that might not be assumed (Burgess, 1984). These interviews precede the construction of questionnaires and act as a source for the items. (More on that in the following chapter.)

2. In-depth interviews with a sample of personnel from all levels of the organisation about the organisational culture and about what the organisation actually values as pertaining to the student and the service provided.

Finally, there is a possibility that documents published by the residential and catering services be examined. This might reflect what the organisation is espousing—and from the students' data that has been gathered—how these publications are being received. It is only through this mix of methods that a clear picture can be developed.

3.1.1. The In-depth Interview

The strength of the qualitative tradition within the field of organisational culture is an indicator to the effectiveness of qualitative methods in capturing the issues examined. We have found that the in-depth or qualitative interview is most suitable due to the focus of the study on the meaning of service and quality from the organisational members' point of view (King, 1994). Moreover, the nature of the study as an exploratory research dictates an open-ended interaction with members of the service where the interviewee is an active participant in the process. Indeed, Holstein & Gubrium (1997) argue that it is almost impossible to discard the interactive element from any interview and thus using it would be the best strategy.

The Interview Guide, portrayed below in Table (4-3), imposed a limited structure to the interviews. This is consistent with what King (1994) claims to be a suitable strategy as compared to the schedule of questions in the quantitative or structured interview. The points discussed were not usually in order, to allow the respondent to delve into the areas that they found most interesting or important. Nonetheless, throughout all the interviews, these questions have been addressed in one way or another.

Table (4-3): The Interview Guide

General Topic	**Specific Issues**	**Probes**
Position and Role	• The formal position. • The roles and functions undertaken. • Contact with students.	*Background Information.* *History with the organisation.* *Enjoyment of Job.* *Meaning attached to work.*
Perception of Student	• How do you perceive the student? • Important aspects of service as regarded by students.	*The student as customer.* *Personal effort to achieve customer satisfaction.* *Organisational efforts to achieve customer satisfaction*
The Group	• People you work closely with. • How do they see the students?	*Agreement/disagreement*
Investors in People Project[40]	• Benefits of Project. • Effectiveness of Project.	*To what extent was your participation?*
Service Quality	• How do you see the service provided? • Communication of quality indicators. • How do your colleagues/staff see the service provided?	*How do you know about that?*
Remarks & Suggestions	• What did you think of the interview? • Any other issues you would like to discuss?	*After stopping the tape.*

The probes in Table (4-3) are hints for the interviewer to pursue certain topics. These probes were changed or inflated as more interviews are conducted. Since the author undertook all of the interviews, this guide served more as a tool to focus on the issues at hand, as well as a reminder of other issues that have arisen in other interviews. This is one of many practical hints abundant in the literature on in-depth interviews (See King, 1994; Miller & Glassner, 1997; Oppenheim, 1992). Other relevant advice pertains to emotional control and behavioural cues during the interview. It is most important for the interviewer, although indulging during the interview. It is most important for the interviewer, although indulging in a dialogue with the interviewee, to be in control of the situation. Establishing rapport and putting the respondent at ease is a key to extracting meaningful and relevant information. It is not only *what* you ask but also *how* you ask it.

Finally, all of the respondents were promised confidentiality, to prompt them to part with information as well as express personal opinions that they may not want to make public. Whenever data from interviews is presented, every precaution is taken to hide the interviewees' identity.

3.2. Data Analysis

Apart from trying to make sense of what the interviewee is actually telling us, there are more practical issues involved with analysing data in the form of text. Coding is the process by which segments of the interview are broken up and linked to certain themes or labels. Coffey & Atkinson (1996) refer to this type of coding as data reduction in the sense that the data is reduced into a manageable schema and the role of the researcher is to construct these concepts/ideas/labels into a coherent form. But the process of coding does not end here, as it is important to try to think beyond the data. That is, the researcher tries to complicate matters by looking beyond the data, possibly by posing more questions that can be answered through either looking closer at the data or collecting more data. So the process involves two functions; segmenting the data and reducing it, then constructing a holistic picture and going beyond the immediate evidence to provide for a clearer view of the setting. One drawback of coding segments of text is, by discarding the original narrative of the interview and focusing on the codes we are taking the segments out of their context. For instance, informants use stories to explain a point and by coding segments of the story we lose the context. Thus, there is the need to look at stories holistically to understand the aim of the story. A task that is more easily performed using more recent software packages.

3.2.1. Computer-aided analysis

It used to be the tradition when examining qualitative data for the researcher to physically cut and paste segments of data. The use of word processors or database software is another strategy whereby the computer revolution has become integrated into analysing text. Recently, several software packages, dealing specifically with the analysis of text, have been commercially available.

QSR's (Qualitative Solutions and Research Pty Ltd) NUD*IST (Non-numerical Unstructured Data Indexing Searching and Theorising) package has been used in this research. Version four offers a multitude of options and tools to aid coding and analysis of text. As the title implies, the software is really good at organising text and indexing it in an almost database fashion so all the text segments under a certain code can be viewed upon requesting a report. Not only does using this software make browsing the text easier, but it also provides a coherent and structured way in dealing with the text. Miles & Huberman (1994) when referring to version three of the software (the previous version to the one we used), mention that the package has been designed for coding, memoing, as well as being strong at search and retrieval of text segments.

The first decision that is made is choosing the text unit. This could be a word, line, sentence, paragraph, section or a whole interview. It has been deemed appropriate in our case to choose the line as the text unit. Each line of the interview was identified with appropriate codes. The codes are assigned as nodes in this software package. One theme (for example conflict) is created, then whenever a text unit displays this theme it is coded accordingly. The researcher could, after coding all the data, request a report on the theme of conflict, and all the text segments (with unit numbers) are displayed. The option of examining the text unit by displaying the whole interview could be done, and is helpful if we want to evaluate the unit within its context. Finally, with the process of exploring the data, ideas start to develop. The ability to make memos and to attach them to the interview is invaluable. The process of coding as well as analysis take place simultaneously.

4. Conclusion

The process of writing a case study is arduous and quite complicated. This is due to the fact that the researcher needs to strike a healthy balance between being a subjective 'insider' and an objective 'outsider.' Throughout this chapter, we have outlined why the exploratory case study is most suited to the current research. The case study is a strategy that contains elements of quantitative as well as qualitative methods. As a final note, we can not emphasise enough the importance of the writing process in this type of research (See Golden-biddle & Locke, 1997; Wolcott, 1990). It is only through the crafting and recounting of the evidence that we achieve the insider view. However, it is only through the scrutiny, analysis and rewriting of the data that we achieve the outsider view. To complement the qualitative data, we aim to examine the students' perceptions of the service through a quantitative questionnaire, which is the subject of the next chapter.

Chapter 5: Student Quality Questionnaires

1. Introduction

This Chapter is dedicated to the service quality questionnaire design and implementation. We will try to present a comprehensive review of aspects pertaining to questionnaire design, including guidelines and suggestions from the literature. Following this, a presentation of the pilot study in which preliminary results are shown.

2. Service Quality Questionnaire Design

As the norm with service quality research, measurement is achieved through a service quality questionnaire. Apart from the fact that questionnaires are the popular method in collecting service quality information, they have an obvious advantage in terms of cost and ease of implementation, especially when only one person is undertaking the study. Timing is another factor as the surveys can be all delivered at the same time (Bourque & Fiedler, 1995). There are several steps involved in designing a questionnaire, which if followed, would guarantee the production of a valid and reliable instrument.

2.1. Questionnaire Objectives

Consistent with Fink's (1995) as well as Naumann & Giel's (1995) suggestion that knowing the why of research dictates the design of it, it is our objective, through conducting student service quality questionnaires, to measure the following:

- Levels of satisfaction with the Service Quality provided. Accounting for demographics and year of study / prior experience with university accommodation;

- Satisfaction across different aspects of the service package; physical facilities as well as intangibles.

2.2. Establishing Product Components

The first step in evaluating the quality of a product is trying to know what this product is comprised of. The university residential service product is comprised of several components. These components ought to be identified. According to Converse & Presser (1986), there are two sources: professional experts and cultural insiders. The first group are people who have first hand experience with the field, for example managers, whilst the latter group are from the population to be sampled.

An overall service experience is an aggregate of service incidents. The definition of Service Quality, presented in Chapter 1, emphasises the overall attitude of the customer towards the service experience as the aim of measurement. It follows that to measure the overall attitude we need to find out the components. Hayes (1992) supports the critical incident approach for establishing service 'moments of truth.' The process is undertaken by interviewing respondents from the population to be examined; that is, students. The interviewer, conducting several interviews, asks and probes respondents to describe five to ten positive incidents; similarly five to ten negative incidents of service. It is important for these incidents to be specific and describe the service provider in behavioural terms, or the service itself with specific adjectives.

The critical incident technique has several advantages:

Firstly, the service is defined by the customer, which aids in content-validity, that is, the item is measuring what it is supposed to be measuring;

Secondly, the wording of the statements aids in item design. Using words that are understood and commonly used by respondents is an indication that they will understand the item;

Thirdly, as long as several interviews are conducted, to the extent that aspects of the service are repeated, we are making sure that most components are covered. Thus, we have a comprehensive instrument.

Consistent with the above technique for uncovering aspects of the service package, Naumann & Giel (1995) support the in-depth interview or focus groups for generating service attributes. This coincides with Oppenheim's (1992) 'exploratory pilot work,' where multiple choice questions start as open ended. By asking respondents what appear to be factual questions, we try to discover values and attitudes. An example would be asking a respondent to complete the following sentence: "I think residences are...". It seems, though, that Oppenheim's technique is more of a general approach. Since our goal is to discover the student's perceptions of service quality, then it follows that the critical incident technique could offer a better focus.

2.2.1. Preliminary Interviews

Upon the recommendations mentioned above, we have conducted six short interviews on campus at the University of Strathclyde. The intention behind such preliminary interviews was to identify areas of importance in the residential package, as perceived by the students. Each respondent was asked to describe 5-10 negative service incidents as well as 5-10 positive ones. Appendix A, Exhibit (A-2) contains the summarised items from the interviews. Moreover, we have asked each interviewee two open ended questions at the end of the interview. These were complete the following sentence, "I think university residences are…" and "I think the service provided is…". This is consistent with Oppenheim (1992) as stated above. The aspects discussed were complemented by a prior questionnaire utilised in Hammady (1995), an unpublished dissertation in which an instrument was administered on the population of students in St Andrews, who were customers of the residential service. Drafts of the current questionnaire were then sent to key figures in both service organisations whereby the questionnaire was approved. As a result a couple of the items were removed, as they were deemed inappropriate, in addition to acquiring helpful suggestions regarding wording.

2.3. Establishing Questionnaire Items

The literature on questionnaire design is ripe with helpful suggestions. The following are some of the suggestions that were adopted in our instrument. Questionnaire Items should be:

- Relevant \ Purposeful: So as not to confuse (Hayes, 1992). If a question does not seem relevant, and is necessary, then explain the reason for asking (Fink, 1995).
- Precise and Unambiguous: The item should reflect one thought (Mangione, 1995; Hayes, 1992). The more specific the question, the greater the relation between attitude and behaviour could be achieved (Converse & Presser, 1986). Specifying time or asking about the specifics of a topic increases reliability (Fink, 1995).
- Open ended questions: should only be used when data could be easily entered (Bourque & Fiedler, 1995). Alternatively when not enough is known about the topic (Converse & Presser, 1986).
- Conventional Language (Fink, 1995; Converse & Presser, 1986). Wording could be lethal to a questionnaire measure, the section below expands on some of the caveats encountered in constructing items.

2. 3..1. Wording

- Avoid double Negatives: They are Confusing (Hayes, 1992). Negative questions are also confusing and if used emphasise the word not. For example, **NOT** (Fink, 1995). A special case of negatives when it is used with agree/disagree scale. In case of a disagreement, the respondent is facing a double negative (Converse & Presser, 1986).
- Complete Sentence & Avoid abbreviations (Fink, 1995).
- Avoid slang or colloquial expressions, as well as being careful around jargon or technical terms (Fink, 1995; Mangione, 1995). If technical terms are used, they should be clearly defined (Bourque & Fiedler, 1995; Mangione, 1995).
- Avoid vague qualifiers: In a lot of instances adverbs are. For example, 'usually' can mean several things (Bourque & Fiedler, 1995). Unclear

referents of pronouns as 'it' and 'they.' Adverbial question structures are another to avoid. They are naturally ambiguous, examples are questions starting with 'how,' 'why,' 'when' or 'where' (Mangione, 1995).

- Avoid biasing words or phrases. These are referred to as loaded questions. (Fink, 1995; Mangione, 1995)

These guidelines were observed as much as possible as evident in the instrument presented in Appendix A.

2.3.2. Overall Satisfaction

In a service quality questionnaire, it is always good practice to include an overall satisfaction dimension comprised of overall satisfaction items. Examples are "I am very happy with the service", or "The Service met my expectations." If we imagine a critical incident or a specific service encounter as one end of a continuum, and a general quality dimension as the other end, then the satisfaction item should fall in the middle (Hayes, 1992). In the instrument we used, we included a satisfaction item, "I am satisfied with the service I receive."

Other general measures pertaining to overall quality include a willingness to recommend the service item, "Would you recommend this residence to a friend?" This emanated from the importance of word-of-mouth in the evaluation of services. Indeed, Rowley (1997) regarding the importance of recommendation, states:

> "Customer-to-customer interaction may significantly affect customer satisfaction, and the recommendations that students make to their friends, family and colleagues." (p.10)

The pricing of the service is examined in the item "Do you think staying at your residence is worth the amount you pay?" Finally, we included a fourth item, "overall living experience", which is at the end of a battery of questions related to the residence and would pertain to the respondent's overall satisfaction with the residence hall.

All the above items serve as a validation of the most important dimensions from the customer's point of view, done through correlating the quality dimensions with the overall satisfaction items (Hayes, 1992). Another benefit could be the possibility of observing that the relationships between the dimensions are as expected. For example, if the quality of the physical facilities is inversely proportionate to the overall satisfaction item, then we need to know why.

2.4. Response Format

There are three types of data that are the result of measurement scales in service quality questionnaires. The first one is the Nominal Scale that is used to categorise data. An example would be asking for the specific hall of residence. The second is the ordinal scale, in which we try to rank differences, but we cannot know the difference between one rank and the other. The third is interval scaling. It serves as categorising, ranking as well as knowing the distance between one rank and the other. An example of ordinal scales is the Likert Scale, which is utilised in our instrument.

The literature review in Chapter 1 has shown that performance based measurement is the most efficient measurement method. The scales used are usually Likert Scales. The use of Likert Scales allows for analysis of individual questionnaire items. Likert scales have several advantages. Firstly, there is a choice of five responses, which is beneficial for reliability. Secondly, The ability to combine the first and second responses to denote a positive perception, while the fourth and fifth to denote negative ones (Hayes, 1992). Based on experimental evidence, one criticism of Likert scales is mounted by Converse & Presser (1986), and is related to an agree/disagree Likert scale. They say that a forced choice response makes the respondent give a consideration to the answer and that with 'agree or disagree' respondents are not careful. However, the utility of using statements with an agree/disagree response set is beneficial as it breaks the monotony of answering a questionnaire, as we will be arguing below.

2.5. Instrument Design

Designing an instrument that would be comprehensive enough to cover aspects of a service, yet appealing and short enough to encourage a high response rate, is not an easy task.

The question order is of significance in questionnaire design. Converse & Presser (1986) see it in two ways, consistency and salience. For example, if a question asks about a certain issue followed by another, which is more general, sometimes the issue from the first question is thought to be the subject of the second general question. This is logical, in the sense that questions are handling more or less within the same topic. Another way of looking at it is thinking that the topic from the first question is still in the respondent's mind. The authors recommend placing general questions before specific ones. Starting with broad questions and progressing to enquire about specifics is referred to as the funnel approach (Oppenheim, 1992). However, the question order is believed to affect standardised interviews more than mail questionnaires. The respondent of a mail questionnaire is able to read all the questions before answering, or is even able to go back and amend answers. Mangione (1995) believes that the answers are not the result of the question order. The author contends that what is of more relevance is the 'flow' of the questionnaire. Good practice is to divide the questionnaire into subsections, each one focusing on an area with questions arranged logically. In order to make the questionnaire user friendly, we should avoid starting or ending with the hardest questions. The latter approach was adopted for this instrument. The questionnaire is divided into seven manageable sections. These are residence, friends, living premises, food, impression, overall opinion, and finally, background information.

Another crucial issue is the presentation of the questionnaire, which should look as professional as possible to enhance credibility. The font and script used should be clear. Skip instructions, if used, should be very clear, as they are a source of confusion. Finally, the questionnaire should be double-spaced for clarity; it should end with thanking the respondent for their time.

2. 5. 1. Demographics

It is always better to include personal data questions at the end of the questionnaire, for two reasons. Firstly, it could be considered an intrusion on private information and it would not be appropriate to start a questionnaire with it. Secondly, following the introduction and the respondent has mentally agreed to participate, it is better to start with questions about the topic of interest instead of information that does not require any thought like age or marital status (Oppenheim, 1992). The only pitfall is that if the questionnaire is incomplete, the demographics section, being at the end, will be left out (Bourque & Fiedler, 1995). It is important to have a clear idea of the demographics of the target population. (Fink, 1995)

2.5.2. Introduction and Covering Letter

If the questionnaire is based on a one response format, putting the scale at the start and explain the use of it is helpful. The questions and scale follow in a vertical format (Hayes, 1992). The same could be implemented in subsections. Guidelines for introduction (See Section 1.4.2. in chapter 4 on cover letters) may include briefly explaining the purpose and the possibility of explaining how the data is to be used (Hayes, 1992). The emphasis is on establishing importance of responses and the method of questionnaire return has to be clear (Mangione, 1995). Furthermore, the author has signed every questionnaire before it was sent, to give a personalised feel to the letter.

2.5.3. Enhancing Response Rate

One of the major weaknesses of the mail questionnaire method is the low response rate.[41] (Oppenheim, 1992; Bourque & Fiedler, 1995; Mangione, 1995) The following suggestions were used, and are believed to increase response rate:

- Appearance: Envelope, paper, etc. (Also See sections 1.4.2. in chapter 3 & 2.5.2. above)

- Confidentiality: example of statement, "The Contents of this form are Absolutely Confidential. Information identifying the respondent will not be disclosed under any circumstances" (Oppenheim, 1992).
- Return Envelopes: Stamped self-addressed return envelopes (Oppenheim, 1992).

Other response rate enhancing elements are reminder postcards and second mailings of the questionnaire (Oppenheim, 1992; Mangione, 1995). Unfortunately, the limited budget of this research prevented us from conducting a second mailing package. Moreover, to do that, renegotiations of the terms of access would have been necessary, as student records are considered confidential. However, making the questionnaire appealing in terms of design was the primary strategy, and it was printed in a booklet format (size A5) to make it more attractive and to differentiate it from any other circulation.

2.6. Limitations of the Questionnaire Method

Amongst the criticisms mounted against the mail questionnaire method, Bourque & Fiedler (1995) point out three main areas of weakness:

Firstly, sample related drawback. For example, the availability of lists, low response rates and literacy / language. In our case, universities have lists of potential respondents and the population is a student population working for a higher education degree, which means that respondents are highly suited for a questionnaire. Moreover, all students should possess a working knowledge of English, even if they are overseas students. Low response rates have always been a problem with the mail questionnaire and there are some measures to boost the response rate (See subsection 2.5.3. above)

Secondly, questionnaire construction issues. The questionnaire should have a clear objective and not a complex one. The questions should stand alone for everybody and they should mainly be closed ended. These are not problems considering that the intention is to ask students about service quality levels at their halls of residence, and we have followed the numerous guidelines in the literature.

[41] For instance, Mangione (1995) devotes two chapters in his book on questionnaires to the topic.

Thirdly, administration problems as there are no controls over who responds, or it is not a method for capturing immediate opinion after a sudden event. The population is comprised of just students and living in a hall of residence is hardly a sudden event.

Furthermore, Oppenheim (1992) adds a fourth criticism, that there is not a possibility to correct misunderstandings, give help or probe for further information. Proper pretesting is the only safeguard. The instrument was pretested on a sample of students from St Andrews, and the results confirm the integrity of the instrument.

3. Student Questionnaire Pilot Study

Having designed the instrument, it only remains to demonstrate its effectiveness in capturing the students' perceptions of the residential services. This is achieved through implementing the instrument on a small sample of students and evaluating the meaningfulness of the resulting data.

3.1. The Sample

Sixty questionnaires were sent out covering several corridors in one wing in New Hall, one of the larger residences at the University of St Andrews. This was done through door to door delivery. Twenty-two completed questionnaires were returned making up a 36.7% response rate. The pretest was conducted during the last week of November, 1997. The questionnaires were returned promptly within the week. All of the questionnaires were deemed usable and, thus, we consider the quality of the responses to be high. TABLE (B-10) is a presentation of the sample characteristics and demographic data.

3.2. Reliability and Validity

Reliability of an instrument is important as it reasserts the fact that we will receive the same results from an instrument on repeated implementations. De Vaus (1996) shows two ways to measure the reliability of an instrument. One method to measure reliability is the test-retest where the instrument is administered on different occasions to show that the results obtained are the same. One use of this pilot was to have a data set that could be compared to the actual questionnaire results to check for reliability. Another strategy is using multiple items to measure a concept. In our case, the concept to be measured is service quality and the items throughout the questionnaire are supposed to capture this one concept. The review in chapter 1 lead us to believe that we can safely identify two dimensions of service quality, the tangibles and the intangibles. Appendix A, Exhibit (A-1) is a presentation of the variables used, where it is clear that the items are either tangibles or intangibles, besides the two items measuring the image and the general indicators. The reliability of an instrument is further enhanced through proper wording of the items. The survey of literature in this chapter (section 2.3.1.) provides an overview of common rules for item wording. These rules have been followed for the construction of the questionnaire items.

Validity of an instrument can be measured in three ways; these are Criterion Validity, Content Validity and Construct Validity. A questionnaire is valid when it is actually measuring what it is intended to be measuring. We can establish criterion validity by testing the new instrument against an established measure and show a high correlation. Content Validity relies on the extent an indicator is actually measuring the different aspects of a concept and this would rely on how the concept is defined. Table (A-2) is a display of the questionnaire items and the equivalent dimension in the SERVQUAL scale. The figure demonstrates the fact that the variables are measuring the different aspects of quality. Lastly, Construct Validity, tells us how a measure would agree with theoretical expectations. De Vaus (1996) turns our attention to the fact that concepts can be defined in many ways and old measures are being replaced by new ones because they may be unsatisfactory. Construct validity could be a good test if the theoretical framework is well established. The concept of Service Quality has a solid theoretical background as exhibited in the literature review. (Chapter 1) The measurement of

Service Quality as an attitude necessitates trying to encompass the various aspects of the service provided and this has to be done on a setting to setting basis, as each individual service setting is somewhat unique. Preliminary interviews with students as well as a past unpublished MLitt. Dissertation by Hammady (1995) together with interviews with staff members of the universities concerned, do give an indication of the aspects of the service that should be covered. Exploration of the data in the next section will show item correlations that conform to theoretical expectations.

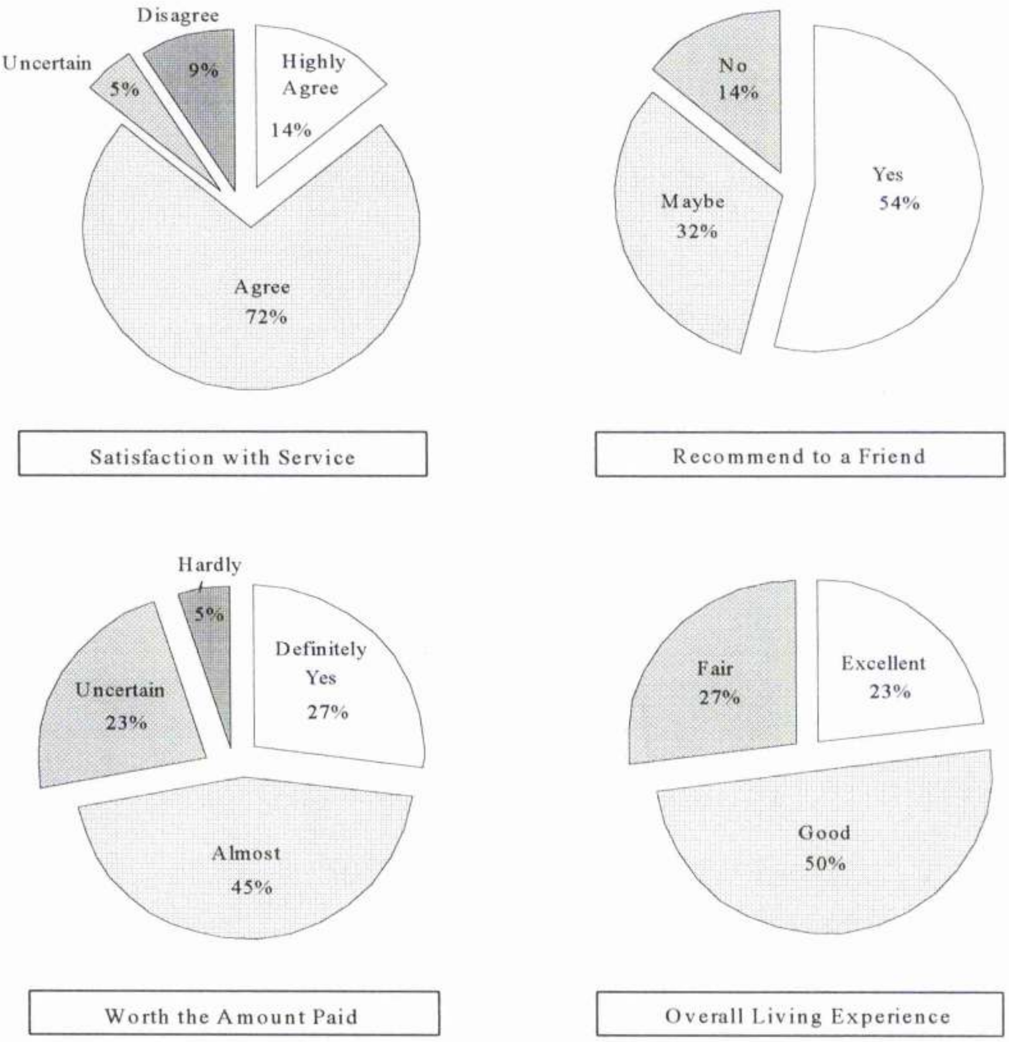
3.3. Results

In the course of displaying the results from the pilot study, we will explain the statistical methods used in the analysis. Descriptive statistics will be displayed first, before exploring the associations among the variables.

3.3.1. Descriptive Statistics

The first step in examining the pretest data is to explore the descriptive information first. This would be in the form of frequencies, percentages, and since the data is ordinal (ranked) then the mode and median are used as measures of central tendency. Appendix B, Tables (B-1) to (B-10), is a presentation of this descriptive data. We notice that most of the tangible aspects fair well, with aspects of the room as in furnishing, lighting and telephones rating 'excellent'. The image shown in Table (B-8) is equally rated 'excellent'. The intangible dimensions do not fair as well, with most items on the uncertain/fair (mode=3) with the exception of social atmosphere (SOCIAL) rating very poor (mode=5). This is understandable, since our sample comes from the biggest hall in the university, which makes it a bit harder to lead a satisfactory social life.

Figure (5-1): Questionnaire Pretest General Indicators



3.3.2. Ordinal Measures of Association

Before presenting the associations between the variables, we will first discuss which measure of association is most appropriate in our case. Since the data is ordinal, we are constricted to the measures of association presented in Table (5-1), the second row. There are two agreed upon correlation coefficients, these are the Spearman's rho and the Kendal's tau. According to Gibbons (1993b), the use of Kendall tau is preferred for two reasons. Firstly, Kendall tau has an intuitive interpretation that is simple and specific, a feature that can not be attributed to Spearman's rho. Kendall's tau is the proportion of concordant pairs in the sample minus the proportion of discordant pairs in the sample. Secondly, Kendall's tau reaches its asymptotic normal distribution much faster than Spearman's rho reaches its asymptotic normal distribution. In this respect, p-values, particularly those used in computer packages, are not exact as they are based on approximations regardless of the sample size. Gibbons (1993b) claims that Kendall's tau values will be more accurate. However, the asymptotic relative efficiency of Kendall's tau is equal to the Spearman's rho, relative to Pearson's r is equal to 91 percent. That is Kendall tau is 91 percent accurate as compared to Pearson's r. (Siegal & Castellan, 1988) Finally, some believe that Kendall's tau is better suited to small data sets with tied observations (Kinnear & Gray, 1997).

Table (5-1): Correlation Coefficients and the type of data

Type of Data	Measure of Association
Interval	Pearson product-moment Correlation Coefficient r
Ordinal	Spearman rank-order correlation coefficient r_s (rho) Kendall rank-order correlation coefficient, T (tau_a, tau_b, tau_c)
Nominal	Phi coefficient, r Cramer coefficient, C The kappa coeffiecient of agreement, K

Source: Based on Siegal & Castellan (1988)

As stated above the logic behind Kendall tau is straightforward. In mathematical terms: *T = # agreements – # disagreements / Total # pairs = 2S / N (N-1)*, where S is the sum of agreements (+1) and disagreements (-1) and N is the number of cases. Kendall tau_b is most appropriate in our case since it accounts for tied observations. The equation above would be then modified to:

$$T = \frac{2S}{\sqrt{N(N-1)-T_x}\sqrt{N(N-1)-T_y}}$$

, where T_x is the number of observations tied on the x variables and similarly, T_y would be the number of observations tied on the y variables. Finally, the significance of tau is calculated through the following equation: $z = \frac{3T\sqrt{N(N-1)}}{\sqrt{2(2N+5)}}$ (Siegal & Catellan, 1988). The results obtained in section 3.3.3. are based on calculations from SPSS (Statistical Package for Social Science) computer software, version 7.5.

3.3.3. The Correlation Matrix

An examination of the Kendall Tau_b correlation coefficients presented in Table (5-2) confirms the integrity of the instrument. The observed associations make sense if examined individually. Tangibles are associated with other tangibles and intangibles are associated with other intangibles with few exceptions that will be explained below. Not only that, but also some of the associations provide information that is helpful in understanding issues related to student residential services. For example, the age variable is positively correlated with both appearance of hall (APPHALL) ($tau_b=0.401$, $p<0.05$) and catering (CATER) ($tau_b=0.467$, $p<0.05$) leading us to believe that younger students tend to rate the appearance of the hall higher as well as being more inclined to be catered for.

The issue of catering is most interesting, with catered students thinking higher of the social atmosphere (SOCIAL) ($tau_b=0.409$, $p<0.05$). We have to remember that catering is provided in large dining rooms where students can get to meet fellow students, in addition to the observation above regarding age and catering.

The social atmosphere, in turn, is positively related to a couple of tangibles. Recreational facilities (RECREAT) ($tau_b=0.575$, $p<0.05$) and the security of the residence (SECURITY) ($tau_b=0.486$, $p<0.05$) association with the social atmosphere signifies the interrelationship between tangibles and intangibles. Here the tangibles are enhancing the intangible social atmosphere, or the other way around, with the ease of the atmosphere the hall seems to be secure and the recreational facilities are more fun to use. This particular hall is one of the largest in the university (around 500 students), leading us to believe that it's the first proposition. The very poor rating given by the respondents, regarding the social atmosphere supports this.

Other exceptions of interest include the association between the availability of telephones (TELAVAIL) and personalised service (PERSONAL) ($tau_b=0.529$,

$p<0.001$). The residence in question has got a telephone in every bedroom, leading us to believe that providing for such a need may create the impression that the service is being personalised as in answering the needs of students.

Two negative associations are presented in Table (5-2). The first is the association between the perception that living in a hall of residence is better than the private sector (BETTEROFF) and the duration of stay (STAY) (tau_b=-0.481, $p<0.05$). The respondents staying longer in the residence think that university provided accommodation is better than renting out a flat, which is reasonable enough since they chose to extend their stay. The second association is between the quality of the food (FOOD) and the perception that this university provides a better service than other universities (IMAGE) (tau_b=-0.565, $p<0.05$). This association is less clear and may be due to the fact that the image variable is rated highly (mode=1, median=2 in Table B-8) and the quality of food receives a significantly lower rating (mode=3, median =3 in Table B-4). Thus, the fact that the food may not be up to scratch could effect the perception of the 'excellence' of the service in comparison to other universities.

In conclusion, the correlation matrix makes very good sense. The emphasis at this stage is on making sure the variables are meaningful rather than trying to extrapolate relationships from the data. This will be the aim of the rest the study.

Table (5-2) Questionnaire Pretest Correlation Matrix

	AGE	APPHALL	TELAVAIL	BETTEROFF	CATERED	CHOICE	FIREPREC	FRIENDCATER	FURNROOM	HALLEXP
AGE	1									
APPHALL	.401*	1								
TELAVAIL	0.348	0.355	1							
BETTEROFF	0.063	.396*	.579**	1						
CATERED	.467*	0.134	0.237	0.14	1	.				
CHOICE	0.331	0.372	0.314	0.182	.	1				
FIREPREC	-0.043	-0.156	0.25	0.006	0.142	-0.114	1			
FRIENDCATER	-0.206	0.217	0.32	.596*	.	0.524	0.043	1		
FURNROOM	-0.152	.533**	0.227	0.328	-0.008	0.15	-0.054	0.42	1	
HALLEXP	0.305	.458*	.593**	.574**	.438*	0.325	0.177	0.35	0.213	1
HARDWARE	-0.16	0.074	0.51	0.491	.	.	0.346	.	0.581	0.313
IMAGE	-0.217	0.11	0.37	0.261	-0.014	0.228	-0.277	0.426	0.228	0.251
LAUNDRY	0.071	-0.024	0.242	0	0.099	-0.159	.669**	-0.191	-0.014	0.013
LIGHTROOM	-0.04	.421*	0.382	.466*	0.121	0.422	0.055	0.444	.738**	0.344
STAY	0.365	0.252	-0.331	-.481*	0.183	-0.053	-0.241	-0.493	-0.079	-0.059
MAINHALL	0.067	.590**	0.176	0.212	-0.067	0.326	-0.127	0.283	0.313	.411*
PERSONAL	0.297	0.27	.529**	.412*	0.238	0.283	0.152	0.44	0.142	0.252
FOOD	0.237	0	0	0.13	.	0.372	0.261	0.174	-0.191	0.191
QUIETROOM	-0.094	.420*	0.321	.532*	-0.101	0.067	0.172	0.375	.399*	.385*
RECOMMEND	-0.038	0.266	.460*	.413*	0.115	-0.05	-0.098	0.327	0.184	.521*
RECREAT	0.19	0.344	0.334	0.271	0.386	-0.046	0.174	0.213	0.188	.551*
SATISFY	0.168	.567*	.394*	.489*	0.159	0.348	-0.03	0.46	0.304	.582*
SECURITY	0.232	0.312	0.268	0.03	0.101	0.178	0.068	-0.042	0.118	0.381
WORTH	0.245	0.298	.547*	0.345	0.209	.580*	0.362	0.354	0.158	.494*
SUPPORT	0.076	0.275	0.322	.477*	-0.021	0	-0.018	0.196	0.179	0.321
HELPSTAFF	-0.128	0.175	0.227	0.221	-0.207	0.341	0.075	0.364	0.183	0.27
FRIENDSTAFF	0.133	0.288	0.218	0.28	0	0.466	0.164	.544*	0.057	0.238
SOCIAL	0.28	0.352	.421*	.384*	.409*	-0.106	0.041	0.198	0.242	.608*
SIZEROOM	-0.058	.468*	.383*	.508*	0	-0.133	0.08	0.454	.620*	.391*

** Significant at the 0.01 level. * Significant at the 0.05 level.

Table (5-2) Questionnaire Pretest Correlation Matrix (Continued)

	HARDWARE	IMAGE	LAUNDRY	LIGHTROOM	STAY	MAINHALL	PERSONAL	FOOD	QUIETROOM	RECOMMEND
AGE										
APPHALL										
TELAVAIL										
BETTEROFF										
CATERED										
CHOICE										
FIREPREC										
FRIENDCATER										
FURNROOM										
HALLEXP										
HARDWARE	1									
IMAGE	0.077	1								
LAUNDRY	0.475	-0.196	1							
LIGHTROOM	.792*	0.153	0.014	1						
STAY	-0.402	-0.216	-0.141	-0.208	1					
MAINHALL	-0.408	0.219	-0.126	0.165	0.303	1				
PERSONAL	0.459	0.109	0.34	0.129	-0.2	0.093	1			
FOOD	.	-.565*	0.152	0	-0.227	-0.289	0	1		
QUIETROOM	0.038	0.037	0.11	.465*	-0.143	.558*	0.051	0.021	1	
RECOMMEND	-0.196	.413*	-0.326	0.148	-0.184	0.288	0.027	0	0.285	1
RECREAT	-0.154	0.091	-0.03	0.135	-0.021	0.319	0.169	-0.391	0.273	0.311
SATISFY	0.218	0.329	-0.037	0.323	0.158	.574*	0.323	-0.221	0.373	.423*
SECURITY	-0.204	0.182	-0.301	0.133	0.151	0.336	-0.084	-0.298	0.081	.394*
WORTH	0.209	0.162	0.323	0.284	-0.129	0.34	0.16	0.234	.447*	0.305
SUPPORT	0.409	0.036	0.018	0.22	-0.09	0.13	.555*	0	0.233	0.153
HELPSTAFF	-0.045	0.111	-0.108	0.315	-0.127	0.277	0.292	0.186	0.22	0.338
FRIENDSTAFF	-0.367	-0.051	-0.056	0.164	-0.088	0.205	.383*	0.267	0.173	0.335
SOCIAL	0.167	0.118	-0.139	0.296	-0.014	0.268	0.353	-0.304	0.206	.472*
SIZEROOM	0.581	0.224	0.055	.472*	-0.172	.398*	0.301	-0.148	.634*	0.338

** Significant at the 0.01 level. * Significant at the 0.05 level.

Table (5-2) Questionnaire Pretest Correlation Matrix (Continued)

	RECREAT	SATISFY	SECURITY	WORTH	SUPPORT	HELPSTAFF	FRIENDSTAFF	SOCIAL	SIZEROOM
AGE									
APPHALL									
TELAVAIL									
BETTEROFF									
CATERED									
CHOICE									
FIREPREC									
FRIENDCATER									
FURNROOM									
HALLEXP									
HARDWARE									
IMAGE									
LAUNDRY									
LIGHTROOM									
STAY									
MAINHALL									
PERSONAL									
FOOD									
QUIETROOM									
RECOMMEND									
RECREAT	1								
SATISFY	0.193	1							
SECURITY	.482*	0.322	1						
WORTH	0.145	.457*	0.169	1					
SUPPORT	0.117	0.366	0.09	-0.024	1				
HELPSTAFF	0.04	0.304	0.215	0.021	.477*	1			
FRIENDSTAFF	0.156	.400*	0.27	0.173	0.35	.730*	1		
SOCIAL	.575*	.405*	.486*	0.106	.431*	.411*	.382*	1	
SIZEROOM	0.236	.419*	0.081	0.199	0.323	0.186	0.083	0.348	1

** Significant at the 0.01 level.
* Significant at the 0.05 level.

4. Conclusion

Throughout this chapter, we have outlined the main principles of questionnaire design and implementation. Using the data from the pilot study, we have verified that the questionnaire items are valid and demonstrate meaningful relationships, once we have examined the correlation matrix. The use of Kendal tau_b is adopted for the examination of associations.

These questionnaires are a part of the case studies undertaken and thus their utility surpasses the associations observed. The contextual data collected through the interviews and other documents will play a major part in explaining and verifying the relationships. In this respect, we are not only relying on a correlation, which sometimes can be misleading, but we are also triangulating the data. To this aim we proceed to the next part of the study, where we present the case studies undertaken.

Part III: Results

The case studies at both universities are presented in chapters six and seven. The cases have the same structure to enable us to compare them in chapter eight. The case studies are organised to present certain elements regarding the residential services, including: the service organisation and organisational culture, the customer – provider interface, the view on customers created by the culture, the customers' needs as identified by members of the service and finally the customers' perceptions of the service. We get to know the people, the nature of the interaction with the customer, how the customers and their needs are perceived by the people, and what the customers perceive the service to be. These elements are drawn together in chapter eight, highlighting the fact that the services examined tend to draw on the improvement of the tangible and physical aspect of the service in their pursuit of satisfying the customer.

Chapter 6: Case Study – The University of Strathclyde

1. Introduction

This chapter is a report on the data collected at the first study site. The data is comprised of interviews with members of the service as well as student service quality (SQ) questionnaires. The presentation will follow our theoretical model outlined in Chapter 3 as well as allowing for emergent themes to be explored. In the following sections we will present an overview of the service together with the existing organisational culture (OC), the customer group and the nature of the customer-provider relationship, and finally the SQ as perceived by the students.

Since our aim is to explore the relationship between OC and SQ in this specific service setting, we will try to answer the following three questions. Firstly, Is there any benefit in exploring culture at the organisational, group and individual levels and does such analysis shed light on the service delivery? In answering this first question, we will be able to explore the context before delving into the more specific issues of SQ. Secondly, how is the customer - student perceived by the existing culture and how does that effect the SQ? Thirdly, what are the SQ ratings as perceived by the students and how does it relate to what the service provider deems important?

2. Residential & Catering Services at the University of Strathclyde

The University of Strathclyde owns 11 halls of residence with a potential to accommodate 2286 students. The halls of residence range from one catered single / shared rooms accommodation to self-catering flats with 3/7 people sharing. The university also leases out some flats and provides a limited number of family apartment types of accommodation. Weekly rents range from £38.80 at the lowest end and up to £61.25 at the most expensive according to the 97/98 price sheet. 85% of the accommodation offered is self-catering within either single or shared rooms. The residences also differ in terms of services offered; some have services like cleaning and utilities included in the price whilst others are designed for the students to take responsibility for such matters.

Six interviews where conducted with members of the Residential and Catering Service (R&CS) in different positions throughout the organisation. Interviewees included the Head of the accommodation service, Area Manager, Unit Manager, Depute Unit Manager, Reception Secretary and Housekeeping Manager. These different positions allow the interviewees to observe and experience different aspects of the service. Unstructured interviews where conducted using the interview guide as presented in Chapter 4. Transcribed interviews amounted to 75,000 words. The interviews were conducted at the members' workplace (during the month of August 1997), where it was deemed to be less disruptive as well as allowing the interviewer to experience the workplace and the layout of the offices.

In the following three sections we will be looking at the culture on the three different levels of analysis. It will be apparent that the organisation reflects the co-operative aspects of culture with a stress on procedural and disciplinary coherence. The group level reflects more of the conflictual nature of the work with the existence of two subcultures that differ in their views regarding the service and the students. Finally, the individual level shows the uncertainty that individuals experience when undertaking their roles as members of the service. This type of analysis is in congruence with recent research on OCs where the ability to adopt a multi-perspective approach brings new insights into the field (For an example see Ybema, 1997).

2.1. The Organisation

We expect the organisation to be people orientated. Research by Sporn (1996) advances this nature of the academic culture. This specific type of OC is developed due to the dominance of social interaction in universities. It is hard to discard the influence of the wider university culture on the R&CS. One senior member comparing her previous work experience emphasises this unique aspect of the OC:

> "… so that as a whole change in culture for me when I came here …, I came from working seventy to eighty hours a week to all of a sudden working thirty-eight hours a week Monday to Friday, weekends off, and overtime whenever you work overtime shifts so it was quite a culture shock to get used to and I had real trouble at the beginning to get used to the way the organisation work, cause you tend in a hotel to be quite autocratic in your management approach and that is the way it happens .... to come into an organisation where things are a lot more organised, there's a lot more people you have to refer to before you can actually make a decision, in a hotel I can make a decision like that (snap fingers) and that was it you know and you could, nobody could redress me for it. In this organisation before making a decision you make sure you speak to all the right people…it means that when you make the decision, it's invariably the right decision and everybody knows what decision you've made and that has a lot of advantages;"

This description of the organisation focuses on the decision-making process throughout the organisation from a top management's point of view. The fact that decisions are reached through consultation and only through talking to the 'right' people means that decisions can take a long time to be taken, nevertheless the decisions are a product of a wider consensus or compliance than in the private sector, as the interviewee informs us. The importance of social interaction evident in the passage displays how the R&CS tends to be more geared towards the people rather than the task.

The working culture is governed by a set of procedures and guidelines that are a part of the policy of running the service. To maintain coherence the organisation is set to abide by these rules. Rules are a powerful guide for understanding OCs and they are always the most visible. They are considered to be cultural artefacts[42]. (Brown, A., 1995)

2.1.1. Guidelines

We have observed that guidelines at R&CS serve more than one purpose. Firstly, they are a tool for organising the work being undertaken, making the work more efficient and thus enabling the R&CS to serve the customer in a better way. Consequently guidelines serve in clearing up the ambiguity of the task. Secondly, they are the means for securing the organisation's interests. The staff being told exactly what is expected of them should hold them accountable, in case they fail to perform as expected. Control of performance is thus secured through a clear set of guidelines. Thirdly, the production of these procedures can sometimes be an exercise in teamwork and co-operation.

Clarity of what to do in a certain situation by all members of the organisation is a sign of a cohesive OC. Guidelines aid in providing the structure for what to do and are there for all to know. One senior member, utilising a somewhat extreme example, expresses these views:

> "What happens if a student dies? What do we do then? Well, we would've start from scratch because nobody knew what to do and then OK we need something on this and we all need to do the same things, so I like clear procedures and I like consistency. I don't like different things going on in different places, we've all got to be doing the same thing."

As an example of guidelines acting as a way of maintaining order in the organisation we will refer to a story involving one of the staff members. Money had been removed from a till one night and the following day the till was found to be short of the equivalent amount of money. Now regardless of the motives of the culprit the disciplinary action has been hampered by one fact, there is no guideline tackling this case. The following extract exposes this story:

> "But because he hadn't been told he couldn't take money out of the till for personal use, we couldn't dismiss him. So then I had to do a guideline with ah incorporate a bit about you may not take money from the till for personal use. Aye, you and I know that you shouldn't do that and everybody in here probably knows that but because he had not been told he couldn't do it, we couldn't discipline him anymore than ah written warning I think he got for it."

The process of creating the guidelines or procedures is a process by which new instances are documented and are included in a directory of guidelines that is there for all to use. This is a structured process that started with the new administration taking over five years ago.

Finally, the production of guidelines is a way of 'bringing everybody together', and making them feel part of the organisation. This is evident in the following paragraph:

[42] Cultural artefacts reside at the most visible level according to Schein (1985). These are products of the culture and can assume a physical presence. Brown, A. (1995) classifies rules, systems and procedures as cultural artefacts.

> "...sometimes at one of the managers meetings em one manager will say I got this problem here, what would you do what would we do and even yet you know we find things that and I say we need a guideline on this, who would like to do this, would two people would like to work on this? And they will go away and work it up you know... and it's good because it means that staff feel ownership towards something. They responsibility to it, you know and they can look up the guideline sheet and say well I did this one, you know and it's working everywhere. Every other residence in Strathclyde uses this and makes it work so it's important for them to feel a sense of responsibility to it...what would happen in student accommodation and how we approach all the different things we do and again trying to make things consistent so we all follow the same pattern."

The above teamwork activities are a tool for achieving co-operation as people start realising the benefits associated with thinking together. In the theoretical model, we proposed that at the organisational level the themes of coherence and co-operation would be evident. Data from the interviews offer illustrative stories.

2.1.2. Co-operation

Activities that involve several members of staff from different levels of the organisation foster team spirit. Groupings within organisations can exist due to hierarchical distinctions as well as physical, social and occupational barriers (Bartunek & Moch, 1991). Co-operation among members from these different groupings can be a way to integrate the OC. There are several examples mentioned throughout the interviews. A senior member of staff below tells us about refurbishment of the residences, and specifically changing the colours for materials and walls.

> "So while the repairs and services co-ordinator, she goes off and talks to the managers, and they talk to the staff and they talk to the cleaners and they talk to everybody and they work out what needs done next and they ... different colour schemes and make bits of carton material, we have swatches of different colours, bits of fabrics and we have different colour schemes involved. And, we're trying to introduce warmer tones.... So we're trying to introduce warmer tones, and staff like it, I mean the cleaners and people say, it looks so much better. And all the staff get involved in that type of thing and they all have an opinion."

Our second example comes from a hall of residence, where the following is a description of the time where the cleaning staff sat together to choose new uniforms:

> "...I said this is what I've got to spend, I want you to choose, I want you all to get your heads together and choose a uniform for the summer and uniform for student for semester time. And they went away and they all got together over their tea break, that was great and eventually they came out with a pale green outfit for during term time and a lilac outfit for during summer...And that's been, it seems like a small thing but it's huge for them for their own sense of self worth."

These examples coupled with other examples of people working together to improve or produce procedures would inevitably lead to a degree of co-operation at the organisational level. However, the R&CS culture will also be affected by the duties required beyond the provision of accommodation for students. The nature of the customer group does dictate what the organisation has to provide beyond the core aspects of the service.

2.1.3. Supervision & Welfare

One of the functions of the organisation, albeit not a primary one, is supervision of the students living in the halls of residence. A senior member of staff tells us that:

> "...we keep an eye on them, they perhaps don't realise how much of an eye we keep on them."

There are direct and non-direct methods of supervision. Residential staff try to construct their perceptions of events based on what they themselves see as well as secondary information from staff like porters and cleaners whom the students regard as more approachable in comparison to members of residential management. In one of the members own words:

> "It was a cleaning lady that came and told me because they're a great source of information. So, they know everything that's going on as well, they're quite good. You have to tap into all your resources, porters, cleaning ladies, anyone you can and that gives you the whole picture of what's happening."

This approachability towards porters and cleaners is quite understandable since the residential staff are a symbol of supervision inside the hall of residence whereas the former staff are just employees of the hall. In other words:

> "They are the ones that keep their ear to the ground, they are the link between the student body and the management if you like."

Closely related to supervision as an organisational role, is welfare. Sometimes the boundaries between both functions overlap. To attempt to maintain the students' welfare: supervision is necessary. The staff members need information in order to be able to help students with their personal problems. A lot of the welfare work is listening to what the students have to say. This can be undertaken by residential staff, porters who are 'a shoulder to cry on' and up the organisation to top management. The following is a summary of such aspect of the service as stated by a senior member of staff.

> "…they come to the accommodation office for em problems in the flat like ah and we call that welfare. Now, there are many places the university people can get welfare assistance, specialist help like we have a department called student advisory and counselling service and they have more professional skills towards em perhaps eating disorders, drug abuse, alcohol abuse, serious debt problems, relationship problems, em. They give advice to girls that get pregnant, that type of thing by mistake (smile), em perhaps people with some sort of illness, you know, the people who are worried about AIDS these days, so they deal with really serious problems of that type, ah and the can then refer on to medical assistance or more specialist alcohol / drug counselling. Ah, but here in student accommodation, we provide what I call a domestic welfare service and things that go wrong in a flat, things that go wrong in a shared room,"

Here the students will get advice on how to solve their flat problems and if that does not end it, then the parties involved are asked to sit around the table to try to resolve the situation. The quality of the service is effected not only by what the customer experiences but also with other customers' experiences. For example, welfare problems that students may have can be induced from friends and flatmates that are experiencing difficulties. The story below is an extract of a senior member's interview.

> "I mean, sometimes, em there's a knock on effect in ah, tends to be females for some reason, you know if they're having difficulties coping in university or having difficulties with her boyfriend or broken up with a boyfriend and they think it's the end of the world. You know, and ah the other flatmates try to help, but, because of their inexperience, they do too much and what they (smile) do is, is, that they help, help, help, and listen to all the stuff and they up all night through the night listening to all these problems, at the end of the day they need help as well because they've taken so much angst from this girl ah this' happened, you know this is, you're talking about, I could make up about four or five occasions this has happened ... All they're doing is listening and sometimes the longer you listen to somebody's problems, the more you're condoning their view of the world and somebody at that kind of depressive state, needs help from a medic, needs counselling they need to do some medication whatever it is you know..."

The sooner a student's problem is resolved not only is the customer happy but other students can also be spared this 'knock on' effect. Closely associated with the issue of supervision and welfare is the topic of discipline. This we will see is the answer to the question, what happens if the supervised behaviour is not appropriate.

2.1.4. Discipline

The organisation is responsible for reprimanding students that are not conforming to the 'Code of Conduct,' which is a set of guidelines concerning the appropriate behaviour expected of students. The Student Assistants, who are senior students employed by the R&CS, in case of a minor deviation from the code of conduct, would approach the students in order to resolve the situation. If it is a case of major deviation from the code of conduct then the student is subject to a fine or in extreme cases the student is asked to leave the residence. The disciplinary procedure is a means of controlling the students' behaviour and, as we will mention below, the staff's performance. This is natural as it is accepted that the way people are treated within their own organisation is a reflection of how the customer will be treated (Atkinson, 1997). If the disciplinary procedure is pervasive throughout the student - organisation relationship, we expect that to be a reflection of how the staff themselves may be treated. The disciplinary procedure although deemed necessary to keep order within the residences can sometimes be regarded as a costly method. A senior member expresses this view below.

> "Some will be turn on you and become nasty and abusive and you say well I'll discipline you then because we've got huge powers at our disposal to discipline students and we will if we have to, you know. It's best if we don't because nobody would gain anything from disciplinaries. My time is taken up, [a senior member's] time is taken up, [another senior member's] time is taken up, a lot of money to start with, you get eight students that you might have to call in, pull out from lectures, if they don't turn up they can get further disciplines so they have to not go to the lecture, so we don't enjoy the disciplinary procedure but it's got to be there."

To pin point a culprit is sometimes quite tricky. According to the rules, there should be a witness, for example, a member of the residence or, according to Scottish law, two witnesses if a student does the reporting. It is often the case that a certain act is committed and there is a lack of evidence to incriminate anybody specific. In this case, dividing the fine among all students living in the hall of residence covers for the damage. Some of the member's experiences, especially residential staff, expose a problem with student's reporting on a fellow student. It is usually attributed to the student's fear of being known to tell on the culprit and having to attend the disciplinary hearing. Most of the students that are called for disciplinary procedures tend to be UK students as reported by senior members of staff who have to be present to those hearings.

Similarly, staff are subject to disciplinary action in case they deviate from acceptable behaviour. The procedure is outlined in the following paragraph:

> "Well, it starts off em with the most minor of misdemeanours would be an informal verbal warning, so we'll try we'll give if we can prove that someone has not done their job properly, has not conducted themselves in a proper manner, em we will give them an informal verbal warning. To do that again or they do something more serious is a formal verbal warning and it goes up from there from informal verbal warning, formal verbal warning, first written warning, second written warning and dismissal,"

Taking disciplinary action is a control mechanism to make sure that the staff are performing properly. The act itself is symbolic and reflects the notion that people who do not adhere to their job roles and requirements will be punished. Symbolic products of the culture are powerful tools for conveying and reasserting organisational values. One symbolic product is the Residents' Charter.

2.1.5. The Residents' Charter

The charter is a signed agreement by several individuals representing the service provider's commitment to a set of service standards. The significance of this cultural product is manifold. Firstly it reflects the shared effort of the organisation. The production of the charter itself attracted some publicity and reflected the working relationship between the service as a team and the student body. The charter states that:

> "Everyone who works in the university is part of a team. We all rely on each other to help the team, work properly. This Residents' Charter has been put together at the request of Students' Association with assistance from the Safety Office and University Estates Management."

Secondly, it is a quality assurance tool, by which the customer is informed about the quality of service to be expected. It contains guidelines and promises regarding maintenance work, privacy, comfort, safety and security. Thirdly, it is an element that would differentiate the service in the university from other universities as it is putting the promise of service in black and white. Exhibit (C-1) in Appendix C is a reproduction of the Residents' Charter. During the welcome reception the Charter is presented as the guarantee to good service and symbolises the contract between the service and the students.

2.1.6. Finance and budgets

A final aspect of the organisation that is important to mention is its emphasis on financial and budgetary control. The department has its own finance office, as it is a self-funded department. The profits gained would be spent on improvements, refurbishment, and maintenance plans. The student rents are subsidised through summer business as well as all year conferences or exhibitions. The financial burden on the department is evident through cost cutting initiatives as with the case of house keeping in a hall of residence being limited to corridors and bathrooms rather than individual rooms. This emphasis on cost cutting is a reaction to the competitive situation of the market where halls of residence are hard to fill up, which is lost revenue.

There is recognition that the future holds more expenditure on modernising the older halls of residence. One example would be converting shared rooms into single ones in reaction to changing student needs. A residential member of staff addresses this issue below.

> "So you have to kind of balance it, in that we keep spending this, make this capital investment into the modernisation of the hall. It cuts the amount of students we can take, but we'll run a hundred percent occupancy as opposed to you know more rooms but less people in them. It's a bible, find the prospect in the future,"

There is a move by members of the service to try to control budgets or be aware of how to control budgets and thus be able to work within narrow budgetary constraints. The limited constraint of budgets is as much a fact of this working life as any other and members of the staff recognise that.

2.2. The Group

Beneath the surface of the organisation, we find tensions that are a result of the differing interests within the service and sometimes with groups outside the organisation.

2.2.1. Conflict

One theme is the conflicting roles imposed by the nature of the work. The staff need to be supportive of the students as they deal with a young, mostly inexperienced, as well as emotionally fragile customer group. On the other hand, the same customer group demands freedom and privacy. This is natural as they are young and do not appreciate having a parental attitude from the residential service staff. As explained earlier, supervision is one of the organisation's roles and this can sometimes cause conflict with the customer. Similarly, residential staff benefit from the continuous contact with students, and this does help in providing welfare and support. On the other hand, the nature of this life has a negative effect on the residential staff, as they tend to feel 'on duty' twenty-four hours a day as well as feeling as if their private life is non-existent. The roles involved conflict with the members' own interests.

The understaffing in residences creates an illusionary impression that some residences are better off than other ones. As in Alvesson's (1995) case study where the disagreeing groups are shown to actually be in agreement, there may be a feeling that other residences are better staffed although the same situation is prevalent in other residences. Separate residences care about their own resources and the competition over limited resources between residences may cause conflict.

With the increased financial pressures on universities, departments like residential functions need to generate as much profits as possible during the summer vacation to subsidise students' rents. This drive to increase the occupancy rate whenever possible has created two points of view regarding how to go about generating these increased profits. One way of doing this is to maximise revenues through taking on as many guests as possible. Alternatively, to try to contain costs and forgive some of the revenues for a more efficient allocation of guests. The latter solution means that the service has less guests and thus is 'turning guests away,' but on the other hand there is more time to maintain the residences and prepare them at the end of the summer for the arriving students. A senior member in the following extract has expressed these two drives:

> "... just focus on revenue where's I focus a lot more on costs, right, so the reason we will not get that two weeks because we'll lose money. Yes we will lose money, revenue wise, but we will also save substantially on costs but, what we will also save on, even more so, is the fact that you'll get students going in to a residence which is ready."

Here we find recognition that there are costs involved with the residence not being fully prepared for the arrival of students. The fact that they come in and form their first impression on arrival is recognised and for this particular member the student's satisfactory opinion will be jeopardised if the residence is not 100% prepared.

Finally, other customers like academics may interfere in residential affairs out of sympathy for students. We refer to the story of four girls that did not want to move out of their flat for fear of being separated, although living there was a major cause of annoyance for them. Here the academics thought that the administration was unsympathetic to the needs of the students especially when the incident happened close to examinations.

2.2.1.1. Old and New

The arrival of a new administration five years ago is a contributing factor to the existing subcultural differentiation. There seem to be two different subcultures compromising the old people and the new ones. This idea is emphasised with the prevailing managerial theme of change that will be discussed below. The old subculture is described as holding 'behind the times' ideas and take their position in the organisation for granted. Ybema (1997) describes similar subcultural differentiation when discussing the organisation of an amusement park. The author describes the 'clash of cultures' resulting due to the confrontation between older employees and the newer employees brought in to instil a sense of pragmatism and commercialisation across the organisation.

On the subject of perceptions of students one senior member describes the old subculture's view of students in the following extract:

> "...I was fortunate that I still remember what it's like to be a student but there's a lot of people that have forgotten what it's like to be a student. It's like to be young, you know. Am, which I find pretty strange in a university to forget that because you work with them all the time but you wouldn't believe the number of people who've actually forgotten what it's like to have a good time when you're a student..."

Another senior member says that:

> "...there are some members of my team..., who tend to see students as them. You know we're us and they're them, and they all unfortunately have a kind of negative view of students who want too much, who want something different, who want unrealistic things and em tend to be dismissive of it, ... there's confrontation there or there's conflict, I say well why can't they do that? That seems simple to me, what's wrong with them, you know. And some people have you know a degree of difficulty, and see students as a kind of (pause) a group to be handled you know and to just come in and get rid of you know that type of thing;"

The new subculture perceives the old one as:

> "The people living here longer generally could do with a change in their attitude. Because they have a belief that they deserve to be here. This could be quite difficult to act this way."

There is a consensus within the new group that time is a major factor in shaping the old group's culture. One senior member claims that:

> "…some have been here for the fifteen years, so they have a way of thinking and way of looking at students and a way of looking at the organisation, perhaps they are cynical they can't get promotion, they can't get a job anywhere else, they're stuck. They may not enjoy what they do…"

Focusing on the individual could further expose the differing opinions regarding issues relating to the service.

2.3. The Individual

Although we have noted that there is a subcultural differentiation within the R&CS, disagreement can sometimes be seen as unconstructive and harmful. A senior member tells us about the need for her to be supportive of her staff even if they are taking the wrong decisions.

> "They can make decisions which are wrong most of time I have to try and back that up because it is not a good idea at all when you're disagreeing with one of your managers. You can take them then afterwards and say that wasn't a good idea, was it? Should you, can you think of another way you could've done that? Let them think about it you know, I know how you could've done it, but you think you could have done it a different way?"

In a service organisation, and indeed any organisation, the type of job and hierarchical level of each member will dictate the amount of interaction with the customer. We shall explain below the consequence of this.

<u>2.3.1. Roles</u>

Staff that are close to the students when they are performing their jobs establish an affinity for the students and this gives their work a profound purpose, especially if they are older and for them students are just young people. As an example, for a housekeeper, the relationship is not just about going in and cleaning a room, but as the following extract demonstrates, the presence of the cleaner in a student's room is believed to have a behavioural impact on the student.

> "…because I found that students wouldnae do the things they do now if there was a cleaner that went into their rooms every day because they looked at you as a sort of a mother figure.....They looked at you and wouldnae do what they do now...I don't think…"

The quality of the interaction between members of staff and the students could enhance job enjoyment in addition to the sense of reward. The following is one members' reply to whether he enjoys his job:

> "Oh yeah, oh yes very…it's rewarding...you know when you see the, especially when you see, when the students are here its...ah you wouldnae work here if you didnae enjoy it I suppose. I guess you know even if you come in and the students have wrecked something, you know, or the women have made it nice and clean and the students come in the next day and throw something, I mean they may have washed a wall and you know the next day they go in and there's beer being thrown up it. It's quite annoying that, outrageous, no discipline, I mean you'd never find out who did it...but then you think ooh why am I here? Why do you work with all these students because they do not care what you do for them but you get over that"

From a service point of view, this interaction with the customer is of utmost importance.

2.3.2. Contact

Most members of staff have contact with students at some point in their job. Senior members may get in touch with the students through disciplinaries. Residential staff are constantly in contact with the students almost twenty-four hours a day especially if they are 'on call.' Staff in the main office or frontline office staff may encounter students with queries, problems. An example is students wanting to change their residence or just wanting to report a complaint. Therefore, the kind of encounter the staff will experience does depend on the roles undertaken. For example, the cleaning staff used to clean students' rooms and in a cost cutting move, this was stopped. The following is a staff member's reaction to this:

> "You had a great, err, friendliness towards the students and they had towards us but that all went out the window when the university decided the students should clean their own rooms which I think was a very bad mistake."

This is a case where more contact is assumed to assist the establishment of a better relationship between the student and the staff member. In contrast, residential staff's constant contact can hamper the very same relationship as evident in the following residential staff member's comment.

> "It's em difficult, very difficult em because...you've got no privacy, absolutely none what so ever. The door the students use you use. You're off duty they can see you coming and going, you walk past reception people shout at you Hello and they mean well but it's your days off. All that kind of thing but it's very difficult. You're doing your washing and you bump into people, you know it's, it's strange, very strange."

The encounters between staff and students contribute to the overall living experience from the students' perspective. The moments of truth or service encounters notion advanced in Chapter 1 and repeated in the literature is crucial to the evaluation of SQ (Grönroos, 1990; Normann, 1991; Albrecht 1992). The quality of these interactions ultimately add up to the overall quality perception (Bitner & Hubbert, 1994).

2.3.3. Uncertainty

Having very little structure to the work can be a cause of uncertainty. That is uncertainty about what is coming next and an inability to plan the daily tasks. Residential staff by being 'on call' and having to react to any problems that can arise lead a very unstructured life. This is coupled with the fact that a lot of the time they are available during the day as well as the night. The following is a description, by one of the residential staff interviewed, of this kind of life:

> "…you don't know what's happened the night before or anything can happen. There's no structure to it. Obviously we've got things we have to do every morning, you know, regular things we have to do but you can't plan for anything. You can't say nothing has happened today but I mean anything can happen by eleven o'clock. You can get floods, you can get and it can take up so much of you're time. You can have a student whose had a problem the night before, you have to deal with them first thing. It all takes up time so you can't actually sit and say Oh well, from eight to twelve I'll do this, I'll have my lunch at, that's the thing we hardly ever get lunch. That's the thing you don't get, you can't say have half nine I'll go for my tea. It doesn't work like that. You just have to grab a coffee or whatever, a sandwich, because it's the type of job where you can't, it's very spur of the moment. Things happen and we have to react to them and adapt."

Unpredictability is echoed somewhere else with the allocation of rooms, especially for overseas students who enrol for shorter courses. One member of staff reflects that in the following:

> "These very few rooms so we've got to have a very quick turnover so the sooner we can get them a room the quicker we can get them out of … Hall and that room can be used for someone that's arriving from the airport basically. We don't know when these people are arriving. They say on their form but they never arrive on that date…"

Uncertainty about the future can be another factor contributing to the individual experiencing this state of 'ambiguity' (Martin, 1992). A senior staff member pondering about the future of the R&CS tells us about information technology and how that can change the way students realise the university experience over the long term.

> "…well everybody's gonna be sitting at their homes and they won't be here, because they'll be all getting their degree through the internet. So I'll be out of work, so are all these people and nobody's gonna be here, would be shutting all of this down and sell of the buildings ... Could be, you know, I mean that's what's gonna be happening, you know Principal … says oh people will always come for the university experience, I don't know in today's economic climate if you look outside in the bigger world of industry and economics of what's going on here, it that just too romantic? …but there is this danger, of people you know studying through the computers, studying at home, you know and people not having to come to university, that they can do it through the internet, they can talk to people on the phone, tutors, talk part in groups, seminars from all over the world through you know TV screens with their faces their talking to each other, through faxes, I mean all this hi-tech communication is going to change the way people learn."

This suggestion of universities offering courses by utilising the Internet is a subject of a news item in the Financial Times (1998) titled 'Education on line.' The focus of the article is a new service offered by Wharton Business School providing a variety of foundation business courses for managers. The other important factor here is the fact that students will have to pay their fees with the abolishment of the grant system in the 1998/1999 academic year. So the realisation that there may be a more convenient method of getting a degree, regarding they possess the technology, can lead to students not attending the university in person and consequently not staying at a residence. Moreover, students may attempt to cut on costs by staying at home whilst commuting to university. This could mean that students might opt to attend a local university or one that is near enough to commute to.

Turning back to our first objective of answering the question: is there any benefit from performing such a multi-level analysis on the OC? Whether it sheds light on the service delivery? It is clear that a multi-level analysis is beneficial as it explores more of the intricacies of the R&CS in a manner that a single perspective just could not capture. In a single level analysis, the focus would be on showing just one aspect of the culture, be it cohesion, conflict or uncertainty; alternatively, the focus could be on the organisation, group or individual. Moreover, it is a flexible framework whereby the OC is not labelled or classified according to a restrictive typology[43]. The interaction between the three levels is most interesting. We have noted how rules and procedures dominate the organisation, although from the individual point of view there is uncertainty regarding daily tasks and we get more of the unpredictability that goes with the job. The interaction between the organisational and individual levels is also pronounced when the structure and systems are seen to be prohibitive, from an individual point of view. Harrison (1987) states regarding this point:

---

[43] Handy (1985) offers one such typology of 'power culture,' 'role culture,' 'task culture' & 'person culture.' Although there is benefit in adopting a flexible framework, we can still use the existing classification systems. The R&CS under examination may fit best under the 'role culture' where the organisation is a bureaucracy dominated by rules, procedures and job descriptions.

> "The public contact employees of large bureaucracies are often seen by the public to be excessively rigid, uncaring and unresponsive to customers' needs. In my experience, these same employees feel themselves to be controlled and frustrated by the systems and structures under which they work. Most people, particularly those who choose work involving high contact with the public, enjoy being able to give service and satisfy people's needs. Often, their hands are tied." (p. 11)

Similarly, we have seen how there is an emphasis on teamwork and co-operation although there is an inherent conflict due to the subcultural differentiation. This will effect the service delivery in terms of the different points of view that will be generated as a result of such a cultural configuration. The domination of rules and procedures will reflect on the customer, as the student will be required to abide by the same principals. The service under examination is one of long-term relationship where the student interacts with the service on a daily basis and virtually lives within this culture. The differing points of view regarding the student will lead to the old culture being more 'old' fashioned regarding the view of the student as a customer. With the stress level heightening on the individual level there is always the fear of giving less attention to the intangibles of the service especially support and friendliness.

In our OC-SQ model, explicated in Chapter 3, we have shown the managerial philosophy effecting the OC on the three levels of analysis and we expect management to be the integrative force driving the culture towards the agreement side. (Alvesson, 1992)

2.4. Management

Throughout the interviews we can observe how management tried to cope with the three facts of organisational life, co-operation, conflict and uncertainty. Co-operation is achieved through teamwork initiatives, standard guidelines as well as symbolic artefacts as in the Residents' Charter. Conflict is apparent with the differing views of the older employees and the newer ones, different thoughts and different perceptions of students. There is uncertainty about the future of the whole service with information technology and increased budgetary constraints expected from the abolishment of student grants.

From a manager's point of view, it is easier to recruit new people to enhance loyalty rather than winning over the existing people's, coming from the premise that recruiting your own people could potentially foster their feeling of loyalty. In a specific example, a member of management describes a group of staff that have been there for a long time, certainly longer than the interviewee. For him, they seem to be a cohesive group backed by the fact that they socialise off the job by, for instance, going to a certain pub. This from a managerial point of view implies a need to control the group's behaviour. The following extract explains the dilemma:

> "Em we must be doing something right if they're all staying. The way I see it, they come and they stay, ... I mean they've been here right through their twenties, right in the thirties with no possible sort of view to move on. I find this quite difficult because obviously as a new manager taking over two years ago, it would have been quite nice to kind of for there to be a bit of a turnover in staff, for people to leave and for me to get my new people in. It's always good for a manager to do that because they always look at the person that takes them on initially as being in charge. Not saying that I have any problems with staff knowing whose in charge but it's just always better from a managerial view point that that's the situation."

On the other hand, management espouses the values of team spirit where the idea of sharing and belonging is important. A senior member explains these sentiments:

> "... you try to make sure that you develop individuals within that team but you develop them as a team as well. You have to bring them in so they feel a part of something bigger and they have colleagues to share things with and they have a shared, I hope, set of responsibilities and a pride in their job."

In this example the theme of co-operation is achieved through communication. One member tells us that regarding the staff are provided with enough information and they feel that they are not kept in the dark, they will tend to be co-operative:

> "…so that stage when I'm getting sort of information coming through to me I have meetings. You know I just sit down with the Catering Manager, the Dining Room Supervisor, the Head Chef with the housekeeper. And I'll just sit and say right, this is my understanding of it, this is what you need to know at this stage em and again it goes back to communication and management as long as they feel they're being briefed about everything that we know about, they'll co-operate. If they think they've been kept in the dark deliberately because I haven't the time to see them or I haven't got the inclination to see them. I'm just barking or just sending memos, that's when bad errors will go up and it is very important obviously to do things before we get to that stage."

This continuous communication is part of good treatment of staff as the same interviewee mentions somewhere else that:

> "…staff are moulded somewhat by the management. If the management are not treating them well generally speaking they'll revolt and they won't get co-operative as they would be if management were to treat them well."

2.4.1. Change

The theme of change is strong throughout the interviews. The current management has been there for five years and there is a feeling that a lot has changed since the previous administration. One senior member emphasises, in the following paragraph, how the organisation is moving towards a more commercial approach to management. Managing the university as a 'business' and how education is becoming a profit generating industry for the city of Glasgow.

> 'So change is difficult for an organisation to come to terms with but I think it is extremely healthy that we change… Universities are institutionalised as I'm sure you'll find even more so from your own university. How I think our university is becoming quite modern, it's a modern university anyway but it's bringing people from the private sector, like myself, there's people in the estate's management they are from the private sector who know about business and that's what's it all about, it's about business. We've got to manage this as a business full stop. University takes 147 million pounds a year, Ltd company you know virtually. It contributes hugely to the money in Glasgow. People are coming in like Strathclyde, Glasgow and Caledonian Universities. That's three massive organisations in Glasgow without a doubt you know, cause there is no industry in Glasgow anymore (smile) and that's what used to be, now it's the educational more than anything.'

2.4.1.1. Trade Union

This is a powerful body throughout the organisation. There is a realisation that the trade union is there for employees' protection, but again there is a realisation that the trade union can be sometimes 'restrictive.' The restrictive effect of the trade unions is reflected in cases where dismissal of one employee is seen necessary, but because of the amount of regulations and pressure against the notion, it never happens. One senior member expressed his views on the subject in the following extract:

> "I mean actually taking somebody's job away from them, that's the last thing we can do and we have to get personnel involved at that level and shop stewards and trade union representatives ... you got a lot of people round the table and by god you have to have a good case. It is difficult to fire somebody, unless it's very obvious and they've been stealing money, it's very difficult to fire somebody for other reasons. Em, so that's that happens as well and there are en.. they're always complicated. You all sort of stuff for fighting against it you know and you've got to have witnesses and you've got to have written statements and you've got to look, go through all the details, could become (smile) very complicated em but it's part of the job as well,"

As mentioned above management interviewed seemed to be change orientated, and so, this restrictiveness of the trade union requires a strategy whereby management can deal with the union's demands as well as being able to implement some changes. One solution offered by a member is to approach the trade union first before bringing up the changes with staff, in that way:

> "Gets them on your side right away because it means that you're for there expertise which is true, it's exactly what I'm looking for. Better do that, than having the problem occur and then going to them and say help me you know you're better to do that first and similarly in that kind of situation get the union on your side. Go to the staff, staff blow up, staff go to the union, the union say what's the problem? That's quite reasonable and then they have to kind of back down and listen to you."

2.4.2. Marketing Orientation

The question of whether further and higher education institutions (FHEI) are marketing orientated or not has been examined in the research by Smith et al. (1995). In conclusion the authors claim that the maturation of the marketing function would be at a different stage, depending on the institution. At some FHEI marketing is more about public relations in essence and may depend on informal networks, whilst in others we find a structured and a more integrated function permeating the organisation. We do not expect the concept of marketing to be as fully embraced at the university sector as it is embraced in the commercial sector. On the other hand, we do expect a degree of awareness of the marketing concept. The concept of marketing orientation itself has been analysed in Egan & Shipley (1995) when examining the financial sector. They identify seven dimensions to customer orientation: communications, customers' performance, service / product delivery, service systems, customer contact, image and reputation and customer base. As will be shown below several of these dimensions can be shown to exist in the R&BS managerial philosophy.

At the University of Strathclyde there exists a Sales and Marketing office. Their mission according to a senior member is to:

> "...to subsidise our income by trying to maximise the use of undergraduate accommodation during the summer time. So they work on a program of trying to attract conferences, meetings, em, exhibitors to the university, who need residential accommodation."

Apart from the existence of a group of people that are specifically there solely to market the residences during the summer, there is a conviction within top management that the service is embedded in a competitive market. The fact that there are many alternatives for students to go to, whatever their intended subject, puts the department in a position where they have to abide by the rules of the market. This view is expressed below.

> "So we're all in a bigger pool here and each we have to market our product. My product is student accommodation, so we have to make sure that we are providing the product that the customer wants, at a reasonable price, and that's a big thing about student accommodation, we don't work in a, a market scale of economies here, we don't ask market rents, we have to have an affordable rent because our client group of students and as a provider of that within a bigger organisation, we can't just do what we want for price, we have to make sure it fits into the student grants, the student loans scheme and all that type of stuff."

For the managerial team, since they are trying to attract as many customers as possible to maximise the occupancy rate, and as they can not customise their product to individual needs, the only strategy is to offer as many services as possible.

> "So my aspiration is really to make sure we have a range of accommodation, some en-suite, some with data points hi-tech, some with catering, some providing more homely atmosphere, some providing an independent way of living, so they have a range hopefully, different students coming into this university will see something in that range that suits them,"

This is further emphasised by the fact that although catering is not necessarily a part of the service that is in demand by students (may be parents prefer the availability of such a service), it is still there. The primary reason why there is a catering residence is to keep a diversified portfolio of services that would suit as many potential customers as possible.

The marketing aspect of residences can be further explained by referring to two halls of residence, which we can label hall A and hall B. The manager of hall A knows the capabilities of his hall as well as its points of weakness. Through comparing it to hall B, which has its own points of weakness, he knows why hall A is not marketable. Issues like shared rooms and en-suite bathrooms pose a problem for hall A during term time as well as during the summer. The 'bargaining position' of the hall is important to gain financial backing from the university. The more marketable the hall the stronger the bargaining position. This is evident by the fact that hall B seized a contract previously undertaken by hall A, as well as getting a disputed over extra member of staff. This can be reflected in initiatives to market one's hall, for example:

> "…the amount of tourists that are drawn to this building and they come in and I've got the … ten page booklet … when we first opened with the original photographs and we just bought a copy and we make it into booklet and we just give it out to guests who are interested. I mean we're photocopying twenty five of them a week. Just handing them out,"

Central to the marketing orientation concept is the customer group. The make up of the customer as perceived by the provider can and will effect the manner in which the service is delivered. If the quality of the service is determined through the numerous experiences the customer undergoes then the staff's perception of the customer is important as it will inevitable determine the manner in which the service is delivered.

3. The Student – Customer

In this section we will attempt to explore the service's various customers, the nature of the observed relationship between the service provider and the students as well as students' needs as perceived by the service provider. In this respect, we will attempt to pursue our second objective of identifying how the student is perceived and the consequence of that for the service delivery.

3.1. Perceptions of a Student

The different portraits of the student painted by the members of the service will inevitable effect the way the service is conducted. Described by Normann (1991) as the 'Service Concept[44],' which is the collection of benefits offered to customers, will be effected by how the people see the students and ultimately their needs. We will try to explicate some of the repercussions of these different images for the provision of the service.

3.1.1. Young

A senior member explains the maturing process that the students undergo from the time of arrival till they leave in the extract below.

> "I think we're all most fortunate in that we work with superb client group, em hideous of a client, a superb customer. Em, there is nothing more pleasing, I, I love the arrival weekend. Superb, there's a real buzz at the arrival weekend, especially up here cause it gets so busy. You see these youngsters coming with their mums and dads. It's really funny to see them coming in. They're so naive most of them when they first come in, at the end of the year, you saying cheerio to them, you see such a change in them,"

[44] These benefits can be physical, psychological or emotional. The service concept comprises the core and peripheral aspects of the service. The dilemma is that sometimes the peripheral aspects can be very important but they are almost impossible to quantify (Normann, 1991). To give an example, the degree of support and welfare offered to students could be overwhelmingly important at times but the relative value of such an aspect of the service could be very hard to quantify.

A residential staff member through relaying an incident involving student(s) throwing ice cream out of a window which ended up hitting a person walking in a street, demonstrates the view of students as just young people:

> "And again a letter went out to them all but I didn't say strawberry ice-cream because they would find it funny so you say missile. Because like I know that I would find it funny at that age and would think oh gosh and I'm not the person having to deal with the member of the public like coming in and saying you know."

This leads us to issues of mischief where students exhibit anti-social behaviour. Residential staff, being in the hall of residence on a daily basis, observe that students sometimes form groups that are up to damage or mischief. Two examples have been mentioned in the interviews regarding groups of students that dominate the social scene. The fact that students are young and impressionable means that there is the temptation to join or comply with such a dominant group's behaviour.

An extension of the view of students as young people would be to think that students should treat staff members as a parent figure deserving respect. A staff member talks about how students are not as respectful as they used to be and that is attributed to the young people of today.

> "...they looked at you as a sort of a mother figure.....They looked at you and wouldnae do what they do now...I don't think, they might, as I say young people have changed over the years, oh no disrespect to you, but young people have changed, their attitudes have changed that...they might not have any respect for me, but they did ten years ago,"

The students are not just young people but they are the young people of today. Not all members of staff and even not all members that view the students as young people necessarily share this view. There is an echo of the old and new cultures that we discussed above.

An antithesis to this view is the conception of postgraduate students who are seen to be different in terms of behaviour. They are perceived as more determined, may be have done the socialising, excessive drinking during their undergraduate years. Postgraduate students are rarely seen as troublemakers. The following is a senior member's opinion of postgraduate students.

> "We never hear from postgraduates really, very rarely we hear from postgraduates, they've been through the system. Now they're grown up, they want a qualification, they're here to study and about oh 70-80% of our postgraduates are from overseas. They're very very hardworking, very industrious and you just never hear from them."

3.1.2. Emotional

The emotional side of students is evident in two stories, the story of four postgraduate girls who 'bonded' and although there was a necessity for them to move, they refused to be separated.

> "…there were vacancies in some other residences, but they refused to move and then they went on rent strike. They said they couldn't move because they had formed a bond with each other, they felt like a family and they said they couldn't be separated…"

The other story of four boys who lost a flatmate in a canoeing accident and they were apprehensive to accept a new flatmate as they wanted to keep the deceased boys room vacant. This poses a problem for the administration as they try to allocate students.

> "It was tragic he was only 18 and he died in a canoeing accident when he was up north somewhere, and ah they were getting help from the university from the counselling service to help go through this process because I remember they had a lot of problems with the grief and they didn't know how to express it. And, after a while we then looked to reallocating the room, and they all came down to see me. Say how daring you, how dare you think about renting this room out to someone else, how could you even think about such a thing? You know, it's heartless, it's brutal all you think about is the money and it took me by surprise and they wanted to keep the room empty."

The perception of students as emotional may be related to the age group, but as in the first story above is not necessarily so. This reflects the quite irrational nature of the customer group.

3.1.3. Privileged

The analogy between 'real life' and student life has been used in the jail example. Students being normal people out of the residence and committing acts of vandalism will be subject to legal action and jail for their acts of vandalism. Now an interviewee informs us that students get away with the same severity of acts because they are in a hall of residence. The example serves the purpose of explaining the unfairness of the situations and how students are very fortunate to get this sort of special treatment. This is further emphasised by the example of the police and students and how students sometimes think they are above the law as the interviewee interprets it in the following extract:

> "…I don't like the vandalism. I don't like the way they abuse other people's property because if that was outside they'd be in the jail. You know if you or anyone else … and smashed it up like that and were caught you'd be in jail. Why do they get away with it because it's a university residence."

There are points of contention between the service providers and the customers. The provider and customer do need to establish a working relationship since this is a situation where the customers' co-operation and education does produce tangible and effective results towards the provision of the service. One point of contention is the security issue where the students being a fun seeking group go out, get drunk, and bring people back home. A consequence of drinking is that the students extending the invitations may lose their guests somewhere in the hall, resulting in the hall staff finding drunken strangers. In the words of one residential staff member:

> "There's strange people walking about the hall, no body's with them. You can try and make the hall as secure as you can but when they're just bringing people in and letting them roam about,"

The conflict between provider and customer can be explored in for example the fact that what constitutes an urgent repair for the students is not necessarily the same for the provider. One member states that:

> "…a tap that's been dripping for a couple of days, not a priority thing. It's rated as routine in our maintenance, means fourteen working days the day it's reported to estates management, it will be working, it will be fixed. The student will be in after two days saying why is it not fixed, and you're thinking, well it's not a priority. To them it is and I can understand that, but you, we got to be realistic as well as if we're gonna say every job is urgent, we'll never get them all done anyway. There's no way of getting them all done."

The maintenance policy laid down in the Residents' Charter outlined above establishes the response time for any certain repair from time of its report.

3.1.4. Social

There is this conviction that students go out more than they study. A residential staff member explains how the businesses surrounding the hall of residence suffer revenue wise when the students are gone throughout the summer. Some of these businesses include bars, off-licenses and pubs. It is a social fact of student life, drinking.

On the other hand, there is a degree of acceptance that students being young need to enjoy their university years. The extract below demonstrates a senior member's view that socialising is part of the overall university experience.

> "...but a huge part of their university life is socialising. It's ... a little bit and that does mean going out and getting drunk and having a good time, means meet people from other cultures and I think if we started to try and take that away we will be going well down the wrong road."

Socialising can just mean being able to live with other people including establishing good communication skills and being able to get along. Living in a hall of residence is compared to living in a community.

Together with socialising and going out comes the issue of drinking. Students drink excessively as a lot of the members interviewed observed. This poses a worry for residential staff as evident in the following extract.

> "Obviously in the first couple of months you get a lot of drunks so he's quite good at, because he tries to check up, especially if they've been sick. That's our big worry, if they've been out drinking and been sick and they go to bed because they could choke on their own vomit. We're quite worried about that."

The person mentioned in the passage is the porter, which assumes another role of helping out drunken students. Staff in residences need to able to manage situations where students are very drunk. Some of the staff are trained in first aid, in case they need to administer first aid before the paramedics arrive. On the subject of drinking, one senior member tells us:

> "It's a right of passage. It's something that UK students do. They just drink all the time, all the time, excessively, morning noon and night seven days a week. Em again it's all part of the social side of things, just it's just the way it what we do in Scotland, we drink to socialise, it's dangerous."

3.1.5. Customer / Guest

The image of the student as a customer is paramount if we are considering the concepts of satisfaction or quality. One senior member asserts her view of the student as a customer below.

> "Em, now whenever I use the word 'guest'..., I'm using it as a blanket ah description for everybody cause the students are guests as well and I think it is very important to bear that in mind, whatever we're actually trying to achieve here. Em, paying customers, that's what they are as everybody else."

The frustration can sometimes set in when confronted with cases of students that are, from the provider's point of view, impossible to please. One senior member's recollections about such a case is presented below.

> "There's one in particular on campus at the moment, she's been here for four years and she's never been pleased once for the four years she's been here. We've spent thousands and thousands on her accommodation, treated her totally different to any other student, she's allergic to twentieth century, she's allergic to meat, she's allergic to you, she's allergic to anyone, ehm and she'll never be satisfied."

The conviction that students are the source of the members' livelihood is well documented throughout the interviews. The reason the service is there: is because the students are there.

3.1.6. Foreign

Overseas students are also assumed to grow relatively in number because with the advent of UK students paying their own fees they may want to cut back on expenses by going to a university that is close to home. The services reaction is an initiative where some of the staff work with the tourist board on the 'welcoming overseas students' course, where the staff is taught very basic conversation in five languages including Japanese, German, French, Spanish and Italian. However, with the recent economic crisis, the amount of overseas students may shrink. This study was conducted before the Asian crisis and it would be interesting to observe the effect of that on the intake of students.

Foreign students with their command of English sometimes can pose difficulties for the provider. For some of the foreign students their usage of the language may come across as rude or blunt. In an example mentioned above, sometimes their demands are misunderstood. There is may be a sense of wonder about how overseas students with a weak level of English Language can get on with their studies.

3.2. Student Needs

The university accommodation caters first foremost for basic needs, such as security and safety, maintained accommodation, and electricity and heating. The exploration of students' needs can be very complicated with a diverse group of students especially if we account for overseas students who might be requiring different things because of cultural / societal programming. On a more general tone, the idea of heterogeneity of needs has been advanced in Smith et al. (1995). The following passage from an interview with one senior member sums up the providers' perception of the students' needs.

> "I think they want to be left alone (laugh) You know, which is fine, ah, they want to be left alone, but if something goes wrong, that their heating breaks down or the lights all blow, they want it fixed. You know, which is fine, because they're paying rent for a service. They want the practical thing, they do want the place clean, they want you know, ah, a cleaner comes in twice a week and she does all the communal areas. You know they want, em, they want things fixed if they break. Ah, they don't want too much interference, … But...they want the practical things done there and they just want to be left to get on with it, I think, and they want a safe environment."

The extract talks about several aspects three of them privacy, maintenance and safety seem to be perceived as important aspects by several members of the service. Some of the issues that were raised during the interviews are explained in the subsections below.

3.2.1. Privacy

There is agreement that students demand their private space. This is the time they start leading independent lives and they would prefer to start having a life where their privacy is preserved. It has been said that a lot of students, nowadays, enjoy their private space at home so coming to a hall of residence sometimes could be a change from that, especially if the accommodation is shared, which poses a problem when it comes to shared rooms.
A problem with the issue of privacy has been expressed by one of the residential staff members. It concerns scheduled maintenance work, as he goes on to say:

> "People turn up here oh we're here to do such and such. It can't happen you have to give the students a week's notice. We have to give the students a week's notice. We're very em, the contractors don't like coming here because we'll have site meetings before they can actually start working. We'll tell them we'll set up a timetable because we tell them the students have to be told when the access to the rooms is needed, any disruption to them, and also things like leaving mess behind,"

Another way of preserving privacy is not to get in contact with parents even if the student has been misbehaving. A senior member states the reason as:

> "But you try not to let the parents know what's going on because at the end of the day the occupancy agreement is between us and the student and not us and the parents, so we don't ring up somebody home, dad say look little Johnny is being naughty, you know."

3.2.2. Catering

Catering is one aspect of the service that does not seem to be in demand by students, but is there for several reasons. The fact that the university does own catered accommodation is important for the portfolio of services that is offered by the service. We note that there is only one catered residence. Secondly, parents do prefer to put their sons or daughters into a catered accommodation to guarantee that they will receive proper meals throughout the week. Satisfaction with this aspect of the service can be low because the students may want a certain type of food that the service are not and may not provide because of the concern for providing a balanced diet. One member with catering responsibilities tells us that:

> "…if burgers and chips are the healthiest thing you can give to people to eat and that's what they like, I would have that on, of course if you put that on every night they'll be complaining anyway you know. But as it is we do have to put things like steak pie and turnip and roast potatoes, and good meals you know, good meals that they would get at home. Because it is a dietary thing too,"

Another aspect of low satisfaction with catering is the routine involved. Since the meals are always at a fixed time, some may find this too restrictive. A member of staff offers his opinion:

> "I think it's better off in the long run if you're a first year student here to come to a place like this and get fed but after the first year they're going into freedom. I think it's as if it's too regimental in here. They sit down for their breakfast at half past eight in the morning, sit down for their dinner at six O'clock at night. I don't know if that's the times but I think they felt it's a wee bit, regimental and they have to be, I know my boys want to eat when they like and what they like, they don't always want to sit down and have their dinner at the same time, you know, every night."

The dinning hall as a place to receive meal has been described as intimidating by one member due to its size and capacity. It is perceived as scary for first year students especially during the period of arrival. To counteract this problem students resort to friends or roommates who can provide the support by going in together and enjoying a chat over their meal.

It is very hard to discuss catering without delving into issues of special dietary requirements. One dietary requirement would be religiously driven as in Halal meat, which is a special way of slaughtering meat specific to Moslems. The service with its diverse customer group does need to cater for students requiring halal meat. A compromise that was reached is according to a staff member:

> "Well we buy halal meat but we don't produce it in a halal way in the kitchen. You know because we don't have separate, we can't do it."

Other special dietary requirements could range from vegetarian and vegan which are easier to cater for, to more individual attention diets like Gluten free diets. It is then safe to say that one reason why self-catering is considered popular is that diversity in feeding requirements makes it easier for students to go and buy their own food rather than be catered for. In another way this is considered part of the maturing process where students take on further responsibilities through shopping for themselves and cooking or learning to cook in some cases.

3.2.3. Safety and Security

Safety and securtiy are two very important aspects of the service as perceived by members of staff. The location in Glasgow means that safety and security become an important issue, as is often the case in cities. To this end, an organisation has been set up, which includes the eight universities and colleges in the city centre of Glasgow and it co-operates with the police on issues like crime prevention, safety and security. A senior member of staff gives a description of the hazards involved with the location of the university in the extract below.

> "...because Strathclyde is in the city centre, were not protected by some big boundary wall, by big high fence, like ah .. Stirling university, ... because they work in a rural environment and Stirling University accommodation is beautiful, there's ducks swimming about in a lake and there's a little bridge and there's green hills all around and you come here, you know, it's all concrete and glass, you know. And Strathclyde is one of these campuses that sometimes you're not sure if you are on the university campus or whether you're just on the street, because it's right on the street edge, it's not really got a defined boundary. Em and unfortunately the campus is surrounded by a couple of notorious housing schemes who used to prey on the campus and of course these housing schemes. I'm making very broad statements here but, there's quite a large majority of people who are unemployed who are involved in petty crime, who have a drug habit, and of course, wandering about the university campus and these young people look like students and they watch,"

Porters being there 24 hours a day provide for the thrived after secure atmosphere. The university has established a CCTV network on the campus village and also in Clyde Hall, which is situated in a 'rougher' area of Glasgow.

Student accommodation is distinguished from private residence upon these two factors. A member of residential staff says:

> "The students are lucky. If they were in a private flat they would not have 24 hours security, they wouldn't have a member of management on call every night, some one to deal with every problem that arose for them."

The achievement of safety and security can not be fulfilled unless the provider gains the students' co-operation. Examples cited include letting strangers in the hall of residence which has been attributed to students' tendency to avoid asking about the identity of the person before letting him/her in. Another example are overnight guests where the students do not put in the effort of signing them in, thus leaving the staff to deal with strangers the next day. A senior member elaborates on the first point in the following extract.

> "...would really love an opportunity to speak to the students in residence, and that was like people from the safety office in the university. Because they are concerned about fire regulations, about serious breeches of discipline, about bad behaviour, about vandalism, about fights, about physical attacks that go on in the place. The police wanted ... because they were concerned there was a large number of breakings at that time to the residences. And only because students were leaving their front doors and windows open and let strangers into the building and not locking their front doors behind them, and people were just getting in and stealing stuff."

This problem is exasperated by the fact that there are individuals that actually specialise in keeping an eye on the campus, observe the students to see when they come and go before committing their crimes.

3.2.4. Maintenance and Refurbishment

Maintenance of the buildings is considered to be a major managerial role throughout the service. This is evident by the fact that a big proportion of expenditure is on maintenance and repair, and is second only to the amount dedicated to salaries. There is a senior member of staff (Maintenance Officer) that is specifically there for this end. One senior member of staff defines her job as:

> "...I'm responsible for looking after the buildings and the people that live in those buildings throughout the year."

The belief that buildings are the main department's assets coupled with the importance of keeping the buildings in a good attractive condition for its customers, dictated putting a lot of effort into how maintenance work is organised. The responsibilities would include identifying faults and reporting them to the appropriate specialists. This can be a very difficult task considering the limited time that the residences are free to be maintained before new 'guests' whether students or summer visitors are in. All rooms have to be checked for damage and the appropriate specialists need to undertake the work. Another problem is replacement of individual damaged items as ordering items have to be done in quantity and thus if one chair is damaged, the students have to wait until there is an order of several chairs before they get their replacement. The importance of this task means that staff need to keep an eye on such details. One residential staff member explains this below.

> "You have to, not know how to change toilets or anything but you have to know, you have to able to round the building and point out maintenance. You have to be able to know which trade to get, which, you know, prioritise it."

There are rolling programs for refurbishment of halls of residence that include painting, periodic replacement of beds, duvets, etc. as well as redecoration. In this respect members of staff and especially managers can think of themselves as landlords. In the private sector, landlords would commit to structural repairs and maintenance and may redecorate or repaint before letting to new tenants. The university on the other hand might be more accountable than landlords when it came to failing to solve a certain maintenance problem. As outlined in the Residents' Charter, maintenance work is prioritised according to criteria set down by the department. Routine work for example should be repaired in 14 days and if this is not done the student is eligible for monetary compensation.

3.2.5. Sharing

There are some needs that are unanswered for. Most of them are hard to implement because of physical or budgetary shortcomings. The issue of shared bathrooms and rooms is deemed to be harmful to the service on the long run. In the words of one member of staff:

> Interviewee: "I mean this lack of en-suite facilities, I mean that will only cause us more and more problems in the future because people are not accepting that anymore. They just don't want it, they want their own private bathroom and shower facilities. Ehm generally speaking, and if we want to compete we'll really gonna have to consider may be I don't know transforming a lot of the twins into single en-suite. Charging more for them you know."

> Interviewer: "And, and I mean if I may ask, what why do you think so?"
>
> Interviewee: "It's just the, I mean it's not just the summer months I'm talking about, I'm talking about from the student view point too. Ehm, ten fifteen years ago people were content to run about corridors wrapped in towels, no locks on the doors cause obviously it's communal showers and toilets. This day and age people are just not prepared to put up with that kind of situation as much as they used to because they can actually get pretty budget accommodation, they still want en-suite facilities."

We have highlighted what the members of staff regard as the students' needs and described the different images of students as portrayed in the interviews, and it only remains to describe the nature of the interaction between provider and customer as conveyed in the interviews.

3.3. Customer / Provider Relationship

When a relationship exists the two parties involved develop expectations towards each other's conduct. It is necessary to gain the students' co-operation to be able to provide the highest achievable level of SQ. There is no doubt that customers participate in the provision of a service and so their willingness and preparedness to co-operate will have an impact on the SQ (Grönroos, 1990). That is done through making the student actually care about the residence. The concepts of customer involvement and loyalty are useful in understanding this idea. Heskette et al. (1997) define an 'apostle' as a customer who is very satisfied with the service to the point of entering a zone of affection with the service. In this case developing apostles can be a way for securing the customer's co-operation[45]. Motivation to provide a high standard of living is rationalised below, as stated by a senior member.

> "If you give somebody you know a crappie flat is awful, they're gonna behave in a crappie fashion; if you give something to somebody that is a bit better you will create a different environment,"

[45] We will attempt to further explore this idea in chapter 9 when discussing the managerial implications of this research.

Co-operation between the service provider and the student body can materialise in different forms. The service employs senior students to keep simple disciplinary aspects under control within a hall of residence. The 'Student Assistants' scheme provides an interface where the service interacts with the student body through the utilisation of an unobtrusive method. We assume that students will find other students more approachable as well as being easier to relate to, in comparison to a member of staff. Hall committees represent another interface where a representation of the students gets to express opinions about the service.

> "It's the same with the students, we encourage them to be part of the residence committee. They have a voice through their own hall committee who meet every fortnight with members of my staff and they have a voice to talk about the service, talk about the environment, talk about the social community spirit type of issues as well."

The Students Association is another body that represents the students and is in a working relationship with residential services. They get to be on committees and fee rises are passed, only after negotiations between both parties. Similarly, Strathclyde University Residence Association (SURA) meetings are conducted for the same purpose of knowing what the students want from the service. These meetings are conducted between senior members of staff and students. The students, also, get to form hall committees, and these serve as the interface between the service and the respective hall's residents.

From the residential services point of view the relationship rests upon the written contract between the students and the service. The contract is signed by every student and countersigned by individuals representative of the service. This is symbolised in the welcoming reception by stating that this is the service agreement between the department and the students. The Residents' Charter is then put in the spotlight.

The necessity to establish a working relationship with the student is evident in the next extract, which is a description by a senior staff member of the misunderstandings that could occur when dealing with overseas students' requests.

> "…one of the most frustrating things about dealing with an overseas student can very often be understanding actually what they are asking you for. Cause they can be asking for something you might totally misunderstand what it is and get them the wrong thing. May be they come in and ask for a black bag we give them a bulb you know. Because they have got to get used to it as well you know, come in and report something wrong in their flat ehm we might think it is an oven door what it might actually be is a the grill element is broken you know, but it just makes it a little bit more entertaining you know. (smile)"

We notice here the fact that the students themselves have to go through the educational process of getting used to reporting problems with their accommodation.

Overseas students are a good example of establishing a working relationship, because the provider as well as the customer need to put an extra amount of effort to understand the culture as well as to establish lines of communication. Thus the learning process is very important for both parties if they want to achieve their objectives. For the customer a comfortable stay and for the provider, providing one. In the following passage a residential staff member addresses this issue:

> "…but I'd say probably the [Overseas] group's been the biggest challenge to us, because it's just this hugely different culture coming into us ... It's been so interesting for us when they first came we were so ignorant about, they didn't know what to expect and we didn't know what to expect and because there's such a large group of them it's so important that we all know what they're doing and they know what we're doing you know."

This relationship building effort is evident when students attempt to keep in contact with the provider after they have left. One senior manager's reflections on this issue are presented below.

> "…see them go at the end and they're all thanking you for your their stay, which we get a lot of, we get a lot, we have students who write to the office after they've left to tell us what they're doing em which is nice…"

A great part of this relationship building effort is the constant communication between the provider and the student. Feedback is an essential ingredient to the success of any communicative process.

3.3.1. Feedback

As we have mentioned earlier, the service has been undergoing some changes over the last five years. At the outset, SQ feedback served as a prompt for action. So getting complaints or staff noticing flaws in the service exemplified the prompts for improvements. The changes included more initiative on behalf of the provider when it came to quality. An example would be quality control checks on maintenance and the work undertaken. A senior member of staff further explains such an initiative.

> "And then we do a quality control we check up a couple of times a year and we pull out service requests, repair lines, and we do quality control. We knock on the door and we say remember a couple of months ago ehm you had a problem with the light in the bathroom, oh yea aha, was it fixed, oh yea it's fine or did they leave any mess behind, oh yes no, did the guy had identification to tell you who he was, yes no that type of thing. So we do a check on it to make sure that's working, that's quite important."

The Residents' Charter helps in the enforcement of the quality control measures. In the Residents' Charter the student is entitled to compensation if the maintenance work is not done satisfactorily or is not done on time. Having this in place provides for further incentive for students to report flaws in this aspect of the service package as well as being an incentive to make sure the work is done properly. A lot of this feedback goes up the organisation because decision making regarding who is eligible for compensation is dealt with by top management. So here the feedback goes back to management and is dealt with in a structured manner using the established guidelines.

Demand of certain residences is another indicator for what students want and what their requirements are. Following is an extract showing a member's deduction of students' preferences from the demand on certain residences.

"Right, well, I would say, the accommodation they want, as I said before, is on campus. If they've got money they'd go for Chancellor's, James Young, or James Goold, so you're talking £61 a week for James Goold and about £56 for Chancellor's, so I think if you want a double bed, double room, it's about £60. So if they've got money they will go for there. If they're on a tight budget, self-funded or if the parents, without being cheeky, are not overwhelmingly rich, then they will go for Birbeck Court about £37 per week with the heating and lighting, it's on campus, no travelling. And if they've got a bit of money they'll go for Forbes / Garnett or Murray. You find that these are the most popular halls, I would say, but I can't understand because they're very small, there's about 80 to 100 in each of the halls. They fill up very very quickly, and they're very popular, the halls themselves are really nice. Birbeck tends to be a bit smaller so it's, kind of the budget end and Forbes / Garnett and Murray are in between and then there's Chancellor's, James Goold and James Young Hall. ... I think, would come just after Birbeck Court, Thomas Campbell and James Blyth Court is about £40 too but you tend to find they like the smaller residences like Forbes / Garnett and Murray. They take them before they take Birbeck or Thomas Campbell Court. I don't know if it's the way it's projected in the book, but everyone seems to ask for that. And you got the choice of four or six person. A lot of students prefer to be in a four person than a six, but some prefer to be in a six than four, because a six person usually has got two toilets and two showers in it whereas the four person has only one bathroom, one toilet, one shower, so I would say definitely on campus."

3.4. Other Customers

Although the students are the service's main customers, there are other parties that the university accommodates. In Higher Education, we find several customer groups, for example students, employers, academic staff, government and families, who might have different requirements (Owlia & Aspinwall, 1996). Similarly, in our case, an overview of other customers as in summer guest, parents, landlords and academic staff is warranted to truly get a whole picture of the service.

3.4.1. Summer Guests

It is essential for the university to rent out rooms during the summer vacation to be able to subsidise student rents, and hence offer truly affordable student accommodation. Summer guests pay more in a couple of nights than what most students pay for a week in accommodation. The catering for customers in the summer puts extra pressures on the staff; in addition to subjecting them to tight deadlines in order to get everything ready for the new academic year. Summer guests are sometimes regarded as rowdy as the students, and sometimes less caring, as a senior member explains below.

> "At the end of the summer vacation, we've mainly caught up with the student damage, and then the vacation guest go and they've all damaged the place as well. The pipe bands have been in, they've played their drums on the em the kettles and everything like this, the em, people think that vacation guests might be quite well behaved, but working in hotels and working here I can tell you the opposite is very true. Em once you get a large group of people together, especially sort of younger people together, they'll all go mad, they'll all get a lot of drink in them and ah em they will cause damage and we have had a number of occasions this year where there's been very unpleasant situations to deal with like excrement in wardrobes, people pissing on the bed and things like that. So, vacation guests do cause a lot of damage."

3.4.2. Parents

A lot of the service provider's contact with parents materialises in two forms. Either in person, in the case of parents accompanying their sons or daughters at the beginning of the year, or over the phone in case they want to pose a complaint or a member of the service needs to get in touch with parents regarding a serious matter. It has been mentioned above that it is not the accommodation's policy to get in touch with parents unless the students grant their permission to do so.

A senior member of the service expresses how it is important to gain the students' good first impression as well as their parents at arrival:

> "The parents who've travelled out there over from abroad with them, or invariably parents who would probably come with them if they were from England or from Scotland em also can't accept that situation, quite rightly so."

The situation in question here is the fact that the students may find something wrong with their room on arrival such as a broken light bulb. We notice that there is a realisation that parents can be a source of funding for the students and thus they qualify to be a customer.

The other major reason for getting in contact with parents is when parents call to find out why certain charges have been levied on students or why the deposit has not been refunded. One residential staff member tells us about this in the next extract. We notice how the policy of not contacting parents in case the students are misbehaving sometimes seems limiting for that particular staff member.

> "The only time we ever hear form parents is when the charges come off them you know the ones that get their deposits back and they've had charges removed. The parents then want to know what the charges are for so I take great delight in telling them because then they start to realise what their off-spring have been up to and why they have got all these re-sits."

So although the R&CS does not get in touch with parents unless in extreme cases, the moments were the staff talk to parents regarding deductions can sometimes be seen as the only way to turn the parents' attention to their sons or daughters misbehaviour. A residential staff member has mentioned a story of an extreme case in the following extract:

> "I think there's only been one incident where we contacted parents. ... Whenever he drank he became like a psychopath. I mean he really was absolutely nuts. He would assault himself, he would assault anyone. I mean he was out of his place. I mean when he was sober he was a wonderful guy. I used to have chats with him, he was on the hall committee, he was elected. As soon as he got drunk, he was a Jekyll and Hide and I actually had to take his parents up one day. And his mother admitted to me that she was terrified of him. So, but that was an absolute extreme case. Generally speaking, if we've a particularly bad boy or girl, we deal with it with them, and it's up to them if they tell their parents or not. If they're suspended, a lot of them won't tell their parents. They'll just have all their friends in the corridors briefed if their parents phone, they're in the shower or they're out for dinner or they're away out with friends or whatever. Then the friend will phone wherever the student who's been suspended is and say we had your mother on the phone, and then they'll phone and say 'Hi mum, I got the message that you phoned.' So there's all these scams going on which I'm not interested in."

Also there is the belief that parents prefer for their kids to stay at a hall of residence rather than be in private accommodation. This could be due to security and may be trust in the university to take care of their children. As one senior member says:

> "Em I think parents have expectations as well not just the students and they're expecting peace of mind of course for their kids coming in. They want to make sure they're in an environment that is well controlled. Em they know that the university has a good reputation for its accommodation hopefully..."

Although there is fairly limited interaction between the university and parents, there is a feeling that the service is in a way accountable to the parents about their students and their well being. One residential staff member says that:

> "I mean I don't want her parents phoning up and saying oh she went off, it's not my responsibility anyway but you do feel some responsibility. If she had been missing from the hall for five days and you don't notice then that's quite worrying."

This accountability is accompanied by the assurance that the students are going to be well taken care of, as a senior member mentions:

> "…as I say to the parents that come along to the parents evening, I'm not talking about the discipline and the code of conduct to show what a harsh regime I've got, but it's to prove to you if there's somebody out there causing trouble, we will sort them out. So your son or daughter can have a quiet life and get on with the friends and be independent and all the things they want to do, but if there's someone who's causing them problems and is out to cause damage or effect their piece of mind or their piece and quite, we will sort them out."

3.4.3. Landlords

The service provides a free advertising service for vacant flats and private accommodation. As a customer group landlords would get in contact with the service regarding their flats. One reaction given by a contact staff member is portrayed in the following extract:

> "To be honest, a lot of the landlords will pester you. They'll say I haven't had anyone round, are you advertising this. They can be very aggressive, very cheeky. You can see their point of view, it's their money, it's their property but we can't help it if people aren't looking and I think sometimes they forget that it's a free service. We're not an estate agent or rental agent and I think they forget that."

Private accommodation is viewed as riskier and thus the provision of such advice is deemed necessary to gear students towards the good flats. Although the main reason behind the service is to advertise vacant flats for the benefit of students and staff, the office does get involved when problems arise. Landlords may come in and speak to the accommodation officer in charge or students might come in for the same purpose. On top of that, the office may get people from other institutions looking for accommodation in Glasgow and they are allowed to look through the advertised flats but they can not acquire a print out.

3.4.4. Academic Staff

Academic staff sometimes try to help students in finding accommodation through exerting some sort of pressure on the residential office to comply with the student's needs. One member of staff tells us the following:

> "...this person has to move out of their accommodation on the 6th. So I had the professor on complaining that we weren't giving her accommodation, and this wasn't right, until the end of September but we just tell them we can't because everyone is coming in on the 20th, so we do get a lot of, not complaints, but queries from fellow staff members. So we do give a good service but if we can't provide it there's nothing that we can do but he couldn't see that. I mean that's a fellow staff member."

Similarly in a situation where some students had a problem and they needed to be relocated, but they wished to be relocated as a group rather than in individual halls, which was hard to achieve, a senior member of staff says that:

> "And then all of their academics were on top of me. These people have exams to sit, what's wrong with you, and I said look I've offered them another accommodation."

The interaction of the service with different customer groups, other than the students, demonstrates the depth of the issues at hand. Two groups, in particular, parents and summer guests, are most important for the service besides students. Summer guests are the source for extra funding that could aid in providing the service for the students at the lowest price possible. Equally important to please, parents who need to feel assured that their sons and daughters live in a safe and secure environment.

In answering the second question, we have outlined above the main areas where the R&CS concentrate upon as the most important aspects of the service. The realisation that aspects like privacy, safety and security, and maintenance and refurbishment as the most important for the students, is due to what is perceived to be the core elements of the service package as well as how the students are perceived. In the commercial sector, if the customer prefers to eat a certain type of food, this will be provided regarding that the business possesses such information. On the other hand, this is not necessarily true of the R&CS as the catering is 'healthy' and may not conform to the students needs. This brings in the importance of another customer of the service, the parents. The provision of such a diet is a reflection of the parents rather than the students needs. Similarly the emphasis on safety and security can be a reflection of parents needs as well as the attempt to maintain an image in an external environment that could be possibly hostile, the city of Glasgow.

The SQ literature is rich in advice regarding customers and how to please them. One advice that will be available in any publication on SQ is to try to understand what the customers' requirements are in the first place. In the discussion below we will note for example that the notion of safety and security can be clarified when examining what the students think about the service.

4. Student Service Quality Questionnaires

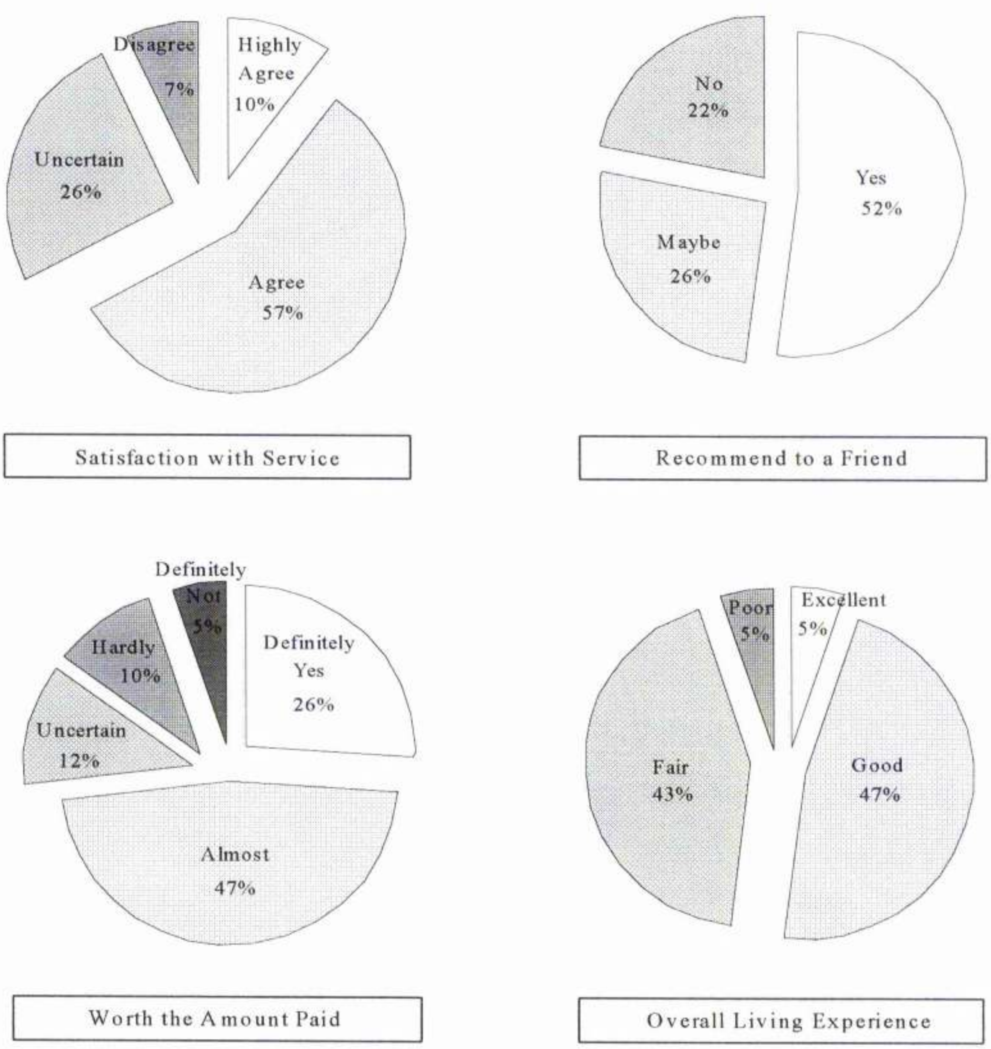
42 usable questionnaires were returned out of a total of 150 administered on three halls of residence, Forbes, Garnett and James Goold, (See Appendix C, Exhibit (C-2) a, b & c respectively) within the month (February, 1998) to an internal mail address. The quality of the response was deemed to be high, which was not the case for another batch of questionnaires sent to one specific hall. An extra 100 questionnaires sent to Baird Hall had to be discarded as the response rate was 3%. There are several reasons we can put forward to explain this low response rate. The students' inherent reluctance to fill in questionnaires as mentioned by a senior member of the service. The overlap of this distribution with another questionnaire distribution regarding customer satisfaction administered on the same sample at the same time. It could also be the fact that the reply envelopes were addressed to the campus village, and Baird Hall is located a substantial distance away, with the students not being in touch with the person to whom the questionnaires where being addressed to. This reduces the incentive to fill in the questionnaire and return it.

The questionnaires where distributed through student assistants to a random sample since the university does not have a computerised system for record keeping. Appendix (C) is a summary of the frequencies, percentages, modes and medians for all the variables (Tables C-1 to C-10). The sample demographics show a balanced distribution with 43.9% (n=18) female respondents and 56.1% (n=23) male respondents. Table (C-10) shows that respondents' ages are also varied, almost two thirds undergraduate, single, self-catered, no children and have been staying in the residence for less than a year. The questionnaires where administered and returned by the end of February 1998. The mailing package consisted of the questionnaire and an addressed envelope to the Area Manger, the Village Campus, together in a sealed blank envelope for distribution. The return address was an internal mail address so that there was not a need to use postage stamps.

4.1. Overall Student Satisfaction Indicators

57.1% (n=24) of the sample agree to being satisfied with the service with 7.1% (n=3) disagreeing (Mode=2, Median=2). 61.9% (n=26) would recommend the residence to a friend while 7.1% (n=3) percent would not (Mode=1, Median=1). On the topic of whether the accommodation was worth the amount paid, 26.2% (n=11) thought definitely yes, 47.6% (n=20) responded with almost while 4.8% (n=2) thought definitely not (Mode=2, Median=2). The last indicator tackled the overall living experience with a resultant split in opinion between (47.6%, n=20) good and (42.9%, n=18) fair (Mode=2, Median=2). Figure (7-1) presents pie charts of the above information.

Figure (6-1): Overall Satisfaction Indicators



The general indicators, then, show a good and satisfactory level of overall service provided by the department.

4.2. Specific Service Aspects

The observation of results in Appendix (C) gives us indicators of specific aspects of the service that are favourable and unfavourable. Here the data is ordinal and thus our judgements are based on the mode and the quartiles for each variable.

Most of the results show a 'good' level of satisfaction with modes equal to two. Exceptions include the availability of telephones (mode = 5) a concern expressed above and is being included in future plans to wire residences and improve IT access. Another exception is parking facilities (mode = 5) and that refers to either vehicle or bike parking space. In a city it is natural to expect this to be a potential problem. Fair tangibles of the service (mode = 3) include quietness of room, storage space, laundry facilities and kitchen hardware. The latter two require capital investment and due to budgetary restrictions we expect such facilities to rate lower than average. Turning to the intangibles of the service, most rate fair (mode = 3) and include personable service, recreational facilities, social atmosphere and sharing similar interests with flatmates. The image as compared to other universities is also rated 'fair.'

Elements of the service which the service members have mentioned above like furnishing, lighting, heating, maintenance, safety as in fire precautions, appearance of hall, housekeeping performance, staff helpfulness and friendliness, security and the warm welcome were all rated 'good.' These results confirm that the students' perceptions of the quality of these aspects are not far from what the service provider perceives them to be. The perception 'gap' that could exist between the provider and the customer has been crossed in some respects (Zeithaml, Parasuraman & Berry, 1990). What remains to be seen is whether some aspects interact with the students' overall perception of the quality of the service?

4.3. The Correlation Matrix

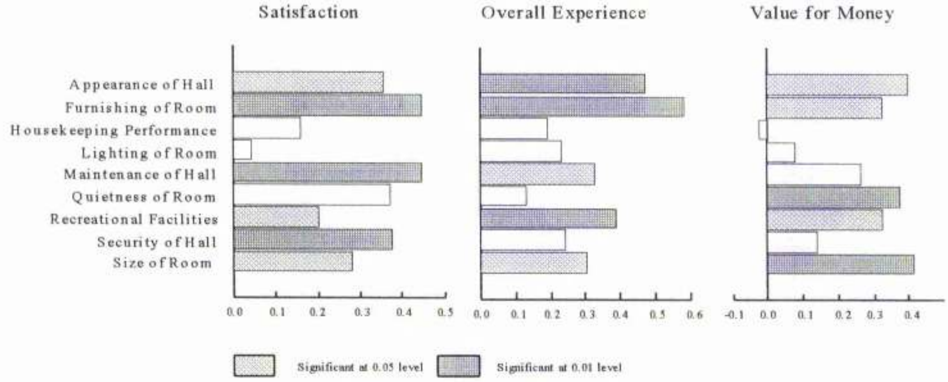
To identify ratings of specific variables is useful, but to truly assess the value of such ratings, an examination of the correlation matrix is important. Table (6-1) shows the correlation coefficients significant at the 0.01 level in bold and shaded, whilst the ones significant at the 0.05 in bold. We observe that the overall indicators are correlated with several variables explaining which aspects of the service should be regarded as important. The indicators exhibit high correlation amongst each other, with satisfaction (SATISFY) highly correlated with overall hall experience (HALLEXP, 0.505, $p < 0.01$), recommend to a friend (RECOMMEND, 0.536, $p < 0.01$) and accommodation worth the amount paid (WORTH, 0.412, $p < 0.01$). The overall indicators, then, are consistent with theoretical relationships advanced in the literature. SQ perceptions will depend on satisfaction, overall service experiences and the price; this will lead to the decision to recommend.

Variables correlating with the four overall indicators include tangibles like hall appearance (APPHALL), room furnishing (FURNROOM), size of the room (SIZEROOM) and recreational facilities (RECREAT). Hall maintenance (MAINHALL) was found to correlate with SATISFY and HALLEXP, while Quietness of room (QUIEROOM) is correlated with WORTH and RECOMMEND. Security of hall (SECHALL) is correlated with SATISFY.

Residence staff helpfulness (STAFFHELP) is the only intangible that exhibits a correlation with the four overall indicators. The availability of support when needed (SUPPORT) is correlated with all indicators but WORTH. Most interesting is the relation between the decision to recommend the residence to a friend and intangibles like social atmosphere (SOCIAL) and warm welcome (WELCOME). The decision to recommend a residence correlates with more intangible variables in comparison to the other three indicators. Figure (6-2) is a graphical presentation of tangible as well as intangible aspects associated with satisfaction.

The perception of the university being a better option as compared to other universities (IMAGE) and living in a hall of residence is better than renting out from the private sector (BETEROFF) are related to the four indicators. These two variables can be thought of as the service's favourability in comparison to the competition. We can infer from the results that students prefer the service if they are satisfied, enjoy the hall experience and think that the price charged is appropriate. Moreover, they will be more willing to recommend the residence to a friend, which is an image-building factor, through word of mouth. Grönroos (1990) tells us that image is a function of perceived quality. As the student is subjected to satisfactory experiences, the image of the service will improve and vice versa.

Figure (6-2): Tangibles of Service

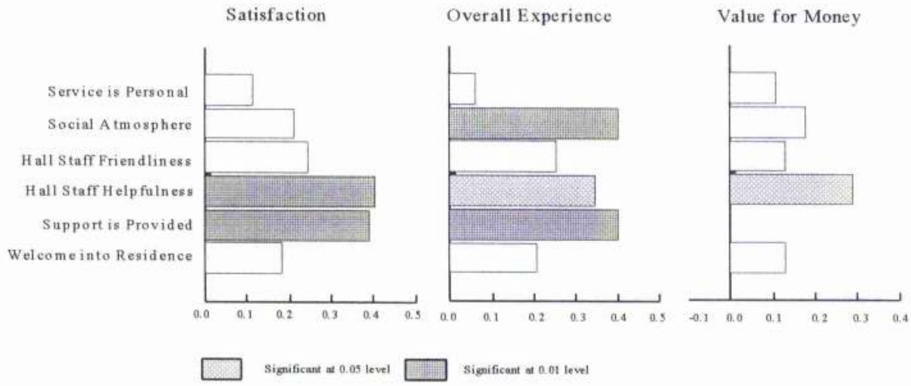


Demographic variables show interesting relationships. FURNROOM and gender (GENDER) are correlated with a coefficient of -0.326 significant at the 0.05 level. This means that male respondents tend to rate the furnishing of the rooms higher than female respondents do. Other interesting relationships exist between age of respondent (AGE) and factors like RECREAT, SOCIAL, BETEROFF, HALLEXP, IMAGE, RECOMMEND, SIZEROOM and WORTH. They all indicate that the younger the respondent, the higher the rank given to any of these variables.

Some relationships that were assumed to show correlation with any of the indicators like sharing issues (INTEREST, PROBLEMS and GETALONG) did not exhibit any significance. This leads us to believe that they are either not important or that they are just not part of the judgement of the quality of the residential package. Moreover it does seem that on average the respondents are content with their relationship with flatmates. As advanced in the research by

Johnston & Heineke (1998), quality factors can sometimes have an impact on satisfaction only when the perception of such factors is negative. 'Dissatisfying factors' are factors that have an impact on perception only when they are perceived as inadequate. In our case sharing issues may have a negative impact on perceptions only when the respondent is not content with the flatmates and then the respondent may think of the service as inadequate, due to the poor allocation.

Figure (6-3): Intangibles of Service



However, the results show that having similar interests as flatmates (INTEREST) is correlated with SOCIAL, indicating that there is an indirect relationship between sharing issues and SQ. Getting along with flatmates (GETALONG) is shown to correlate with the security of the hall (SECHALL) as well as QUIEROOM. The former relationship could be explained if we assume that security in this context is a more general term implying being safe. If a respondent is not on good terms with a flatmate we can assume that she may feel somehow threatened. Similarly not getting along with flatmates may be caused by noise levels as explained by the staff members cited in the previous section. This is verified by the significant correlation between experiencing problems with flatmates (PROBLEMS) and quietness of room.

Finally, there is a set of variables that show correlation but do not represent concrete relationships. An extract of table (6-1) showing these variables is represented above in table (6-2). All of the variables apart from maintenance, security, and recreational facilities of hall refer to intangible aspects of the service.

Table (6-2): Correlation Matrix of Variables Contributing to Atmosphere

	MAINHALL	PERSONAL	RECREAT	SECHALL	SOCIAL	STAFFRND	STAFFHELP	SUPPORT	WELCOME
MAINHALL	1								
PERSONAL	.399**	1							
RECREAT	0.247	0.251	1						
SECHALL	.587**	.318*	0.16	1					
SOCIAL	-0.008	.270*	.330*	0.129	1				
STAFFRND	0.242	.555**	.294*	.332*	.348*	1			
STAFFHELP	.294*	.390**	.346*	.320*	.336*	.728**	1		
SUPPORT	0.215	.286*	.274*	.295*	.503**	.554**	.573**	1	
WELCOME	0.122	0.264	0.24	.295*	.270*	.450**	.321*	.419**	1

We observe that all of the variables, in one way or the other, are connected to hall atmosphere and individual well-being within the hall. That is security, maintenance and support can be all contributing factors to the reliability of the product, in the sense that there is a feeling of safety within the hall. The other variables as in recreational facilities, staff helpfulness and friendliness, personal service, social atmosphere and a warm welcome can be argued to be all contributing factors to the atmosphere within the hall. Here the overlap between the variables can be attributed to the relationship between the perception that the people care, and the safety of the residence. For instance, Schneider & Bowen (1995) have adapted Maslow's hierarchy of human needs (physiological, safety, belongingness and love, esteem and self-actualisation needs) to offer three customer needs. These are security, esteem and justice. The security need as defined by the authors is 'the need to feel secure and unthreatened by physical, psychological, or economic harm.' The variables above do relate to psychological or physical security. For example, if the students perceive the people to be responsive and caring, they may feel more secure in the quality of the residence they stay in. The above is a classic example of how difficult it is to delineate specific aspects of the service in the mind of the customer. There is an interaction between the tangibles and intangibles of the service regarding safety, security and social atmosphere.

Table (6-1): Correlation Coefficients for Questionnaire Items

	AGE	APPHALL	BETEROFF	FURNROOM	GENDER	GETALONG	HALLEXP	HOUSEKEEP	IMAGE	INTERESTS	LIGHTROOM	MAINHALL	PERSONAL
AGE	1												
APPHALL	0.052	1											
BETEROFF	**.280***	**.441****	1										
FURNROOM	0.052	**.649****	**.328***	1									
GENDER	0.036	0.095	-0.09	**-.326***	1								
GETALONG	0.013	0.156	0.088	0.253	0.066	1							
HALLEXP	**.314***	**.475****	**.345***	**.583****	-0.102	0.258	1						
HOUSEKEEP	-0.049	**.312***	0.041	**.398****	-0.042	0.315	0.194	1					
IMAGE	**.347***	0.213	**.484****	**.496****	-0.238	0.177	**.419****	**.306***	1				
INTERESTS	0.249	0.191	0.194	0.175	0.128	**.528****	0.285	0.039	0.062	1			
LIGHTROOM	-0.167	0.28	0.028	**.517****	-0.2	0.196	0.229	0.125	0.202	0.124	1		
MAINHALL	-0.011	0.212	0.06	0.259	-0.171	0.133	**.325***	0.279	**.325***	-0.139	-0.008	1	
PERSONAL	-0.078	0.077	0.207	0.017	-0.07	-0.049	0.062	-0.101	0.092	-0.116	-0.117	**.399****	1
PROBLEMS	0.033	-0.093	-0.106	-0.176	-0.103	**-.532****	-0.247	-0.097	-0.176	-0.213	-0.025	-0.049	0.11
QUIETROOM	0.144	**.303***	**.349***	0.202	0.017	**.359***	0.129	0.107	0.131	0.226	-0.139	0.031	0.127
RECOMMEND	**.297***	**.435****	**.550****	**.338***	-0.062	0.222	**.318***	0.039	**.405****	0.246	-0.009	0.171	0.198
RECREAT	**.386****	-0.073	0.159	0.209	-0.128	0.065	**.386****	-0.098	**.348***	0.08	0.072	0.247	0.251
SATISFY	0.252	**.355***	**.404****	**.445****	-0.278	0.185	**.505****	0.16	**.478****	0.184	0.04	**.444****	0.112
SECHALL	0.187	0.141	0.084	0.259	-0.213	**.336***	0.242	0.277	0.245	0.126	0.053	**.587****	**.318***
SIZEROOM	**.361***	0.219	**.371****	**.291***	-0.145	0.046	**.302***	-0.026	**.325***	0.067	0.125	0.03	0.015
SOCIAL	**.381****	0.148	0.245	0.098	0.125	0.111	**.403****	-0.117	0.082	**.428****	-0.185	-0.008	**.270***
STAFFRIEND	0.094	0.089	0.182	0.197	-0.172	0.134	0.253	0.144	0.178	0.003	0.043	0.242	**.555****
STAFFHELP	0.163	0.209	0.263	0.275	-0.136	0.207	**.344***	0.162	**.343***	0.011	-0.027	**.294***	**.390****
SUPPORT	0.077	0.169	0.119	0.279	-0.057	0.254	**.404****	0.12	**.354***	0.149	0.028	0.215	**.286***
WELCOME	0.245	0.017	0.068	0.122	-0.266	-0.006	0.205	-0.039	0.187	0.107	0.073	0.122	0.264
WORTH	**.301***	**.339***	**.363****	**.323***	-0.141	0.125	**.284***	-0.022	**.296***	0.053	0.076	0.263	0.106

** Coefficient significant at the 0.01 Level (Kendall's Tau) * Coefficient significant at the 0.05 level (Kendall's Tau)

Table (6-1) continued: Correlation Coefficients for Questionnaire Items

	PROBLEMS	QUIETROOM	RECOMMEND	RECREAT	SATISFY	SECHALL	SIZEROOM	SOCIAL	STAFFRIEND	STAFFHELP	SUPPORT	WELCOME	WORTH
AGE													
APPHALL													
BETEROFF													
FURNROOM													
GENDER													
GETALONG													
HALLEXP													
HOUSKEEP													
IMAGE													
INTERESTS													
LIGHROOM													
MAINHALL													
PERSONAL													
PROBLEMS	1												
QUIEROOM	**-.320***	1											
RECOMMEND	-0.122	**.388****	1										
RECREAT	-0.006	-0.082	**.295***	1									
SATISFY	-0.271	0.265	**.536****	**.336***	1								
SECHALL	0.006	0.076	0.217	0.16	**.375****	1							
SIZEROOM	0.067	**.372****	**.312***	0.202	**.280***	0.22	1						
SOCIAL	-0.072	0.034	**.365***	**.330***	0.212	0.129	0.096	1					
STAFFRND	-0.04	0.002	0.277	**.294***	0.244	**.332***	0.135	**.348***	1				
STAFFHELP	-0.172	0.047	**.403****	**.346***	**.402****	**.320***	0.24	**.336***	**.728****	1			
SUPPORT	-0.121	-0.128	**.334***	**.274***	**.389****	**.295***	0.007	**.503****	**.554****	**.573****	1		
WELCOME	0.015	-0.146	**.317***	0.24	0.184	**.295***	0.058	**.270***	**.450****	.321*	**.419****	1	
WORTH	-0.171	**.377****	**.496****	**.327***	**.412****	0.141	**.414****	0.177	0.129	**.289***	-0.002	0.131	1

** Coefficient significant at the 0.01 Level (Kendall's Tau) * Coefficient significant at the 0.05 level (Kendall's Tau)

So how do these results compare to what the R&CS staff regard as important? Maintenance and furnishing are shown to be important when it comes to the four indicators of SQ. Appearance of hall, maintenance and furnishing of room are consistent with what R&CS deem as important. Security of the hall is tied to satisfaction and as the discussion above exposed the dimension of safety is important in terms of interaction with other variables and implies a broader definition. Privacy issues where deemed inappropriate to include in the questionnaires and so we do not have a measure for them. The SQ feedback regarding privacy issues from the members' interviews is our only proof that they affect the hall living experience. The issues of sharing did not show any significant relationship with the overall indicators and may not interact with SQ when they are satisfactorily dealt with.

5. Conclusion

In our quest to achieve our objectives stated at the outset of this chapter we have empirically demonstrated the utility of examining the data collected from interviews and questionnaires according to our OC-SQ model. The view adopted of exploring the organisational, group and individual levels led us to a rich contextual cross-section of the R&CS at the University of Strathclyde. This has provided us with the needed background to explore issues of SQ. The view of the students as well as examination of other customer groups can effect how the students needs are perceived and acted upon. The results of this case are presented in Table (6-2).

It is only through eliciting the students' views that we could determine whether the provider and customer perceptions of the service are compatible. It has been demonstrated that what the R&CS deem important is related to SQ indicators. Other intangible aspects like staff behaviour and social atmosphere are related to satisfaction and the decision to recommend the residence to other students. These are elements considered to be a peripheral part of the service together with issues like support and welfare. The robustness of the framework can only be shown if we can examine another service setting, which is the subject of the following chapter when we look at the R&CS culture and SQ at the University of St Andrews.

Table (6-2): The Case of Strathclyde

	The University of Strathclyde
Managerial Philosophy	• Control. • Teamwork. • Change. • Marketing Orientation.
Organisational Level of Culture	• Procedural Coherence • Supervision & Welfare • Discipline • Maintenance & Refurbishment • Product: The Students' Charter.
Group Level of Culture	• Residential Staff Subculture • Old & New Cultures • Competitiveness Among Halls • Teamwork within Halls
Individual Level of Culture	• Uncertainty. • Perceptions of Roles. • Nature of Contact with Students.
Perception of Students	• Young. • Emotional. • Privileged. • Social. • Customer. • Foreign.
Students' Needs	• Privacy. • Self-catering. • Safety & Security. • Physical Surroundings. • Non-shared arrangement.
Service Tangibles Associated with Satisfaction.	• Appearance of hall. • Furnishing of room. • Maintenance of hall. • Recreational facilities. • Security of hall. • Size of room.
Service Intangibles Associated with Satisfaction.	• Availability of support when needed. • Helpfulness of hall staff.

Chapter 7: Case Study – The University of St Andrews

1. Introduction

This chapter is a report on the data collected at the second study site. The presentation will follow the previous case study (Chapter 6). Here again, the data is comprised of interviews with members of the service as well as student service quality (SQ) questionnaires. In the following sections we will present an overview of the service together with the existing organisational culture (OC), the customer group and the nature of the customer-provider relationship, and finally the SQ as perceived by the students.

In this case, we will try to answer three questions. Firstly, is there any benefit in exploring culture at the organisational, group and individual levels and whether such analysis sheds light on the service delivery? Secondly, how is the customer - student perceived by the existing culture and how does that effect the SQ? Thirdly, what are the SQ ratings as perceived by the students and how does that relate to what the service provider deems important? In the course of replicating the methods employed in the previous case, we aspire to highlight and emphasis the utility of our working model.

2. Residential & Catering Services at the University of St Andrews

The University of St Andrews owns 12 halls of residence, with the capability of accommodating 2998 students. The residences differ in terms of the facilities offered; some are catering others are self-catering, some have telephones and computer points (out of a total of 15 buildings and accounting for three annexes, five buildings are connected), and some offer shared rooms. Prices range from 37.27 to 47.32 pounds per week in a self-catering residence and up to range between 62.79 to 67.41 pounds per week in a catering residence[46]. Apart from

[46] 1997 residential accommodation brochure.

that, the property management scheme offers some private properties as described below:

> "The property management scheme gives us 120 places at the moment, there are about 45 properties in and around St. Andrews. The principle of that is, that we offer to let private sector properties from the landlords and then we sublet them to students. The advantage to the landlord is that we guarantee payment of rent at the beginning of each month. The advantage to the student is because we can give this guarantee we can give these properties at a slightly lower rent and they deal only with the university and there's always someone here to deal with their problems."

Six interviews were conducted with members of management from different positions in the hierarchy; the head of student accommodation services, a receptionist, a housekeeping manager, a deputy residence manager, a residence manager, and an assistant manager with food and beverage responsibilities. Transcribed interviews amounted to approximately 45,000 words. This is less than in the previous case because the conducted interviews were an hour to an hour and a half long, depending on the respondent. The organisation, during the time the interviews were conducted (February 1998), was on its way to attain the Investors in People (IiP) standard, as we will mention below. Consequently, external consultants had to conduct interviews with staff at different times, making it quite hard to spend more than one hour with any respondent. Nonetheless, the information provided in the interviews was sufficient to explore the different issues intended for examination. Moreover, analysis of the RBS Newsletter has been undertaken, which provides for a richer data source, in combination with the interviews. The author was on the mailing list and received the newsletter, as did the staff working in the organisation[47]. In the following sections we will attempt to explore the organisational, group and individual levels of the culture.

2.1. The Organisation

The student accommodation is a part of a wider Residential & Business Services (R&BS) and its related centralised functions. The following is a description of the organisational structure:

[47] First issue received in September 1997 and the last one in January 1999.

"…we have well there's residential and business services which is comprised of the student accommodation, conference and group bookings, purchasing office so they purchase larger pieces of equipment for us and there's also support services there who deal mostly with the catering and then my direct boss, whose the director residential business who overlooks the whole thing and of course there's the financial accounts department who do all our accounts and personnel for recruiting staff. So those are the main people oh and estates and buildings for doing any maintenance to the building and that sort of thing."

Therefore, although student accommodation is a separate function, it is a part of a central unit whose role ranges from creating the business plan to purchase in volume for all the residences, to achieve economies of scale. The following is a residential staff description of the business plans set by the R&BS:

"The business objectives are set by the director of residential and business services every year. It would be things like trying to achieve 95% occupancy rate during term time. This is overall and I can't remember the figures but something like 45% occupancy during vacations. It would be things like refurbishing 50 rooms at Andrew Melville hall, rewiring Deans Court, you know whatever it has to be."

The various residences are denoted as Operational Units (OU) in the organisational structure charts, which indicates a degree of autonomy. In this respect the R&BS and the student accommodation function within it is the brain of the organisation. The rational for having a centralised unit overseeing the OUs is explained below by a senior member of staff:

"The whole idea is to give this a work stop-shop arrangement where the students can come to get information about anything rather than have to go round 15 different accommodation units or whatever..."

There is, for example, a member of staff in the central unit responsible for undergraduate accommodation in all the residences, another responsible for postgraduate accommodation, a third with self catering of which there are 600 places out of the 3000.

In the following sections we will present the primary themes evident in the interviews regarding the organisation.

2.1.1. Resources

The issue of constrained resources came up throughout many of the interviews. The resource in question was either human or financial. This is natural for a service that is people intensive as well as, evident recently, being a subject of budgetary pressures as a part of the wider under-funding of universities.

The geographical location, i.e. the fact that the university is located in a small town, has implications for recruitment; people may be qualified for better jobs in the small town of St Andrews (15000 inhabitants including the student body), but the demand may be lower than the supply. On the other hand, it was mentioned that it had become more difficult to look for people recently. The terms of employment for manual staff (e.g. housekeepers) in the residence can be convenient for some, as explained by an OU member of management:

> "The hours of work would suit people that have a young family: they come to work at 9 and they finish work by 1:30 or possibly 2 o clock, so that they have finished their work and they are home again before the schools are out. It is convenient employment. Also St Andrews is such other than the university, it is not the easiest place in the world to get employment. The university is such a big, important part of the town. A lot, or some of the ladies that we have, have probably been qualified for other jobs initially when they left school. They are staying here for convenience due to family commitments or just cause they cannot get anything else…they maybe find themselves working in a hall of residence. There is not necessarily the employment that they originally thought about doing. Again years ago a lot of the staff that worked in the halls of residences were probably working here for 10, 15, 20 years. We had one lady who retired not that many years ago. She worked in this particular hall for 35 years."

It is evident that due to the size of the town, the University plays a big part in the employment of residents. On the other hand, sometimes these very same terms of employment may create a difficulty for hiring, as a member of OU management states:

> "…because contract-wise I can only offer 15 hours a week which em makes life difficult for single parents and people on income support because a lot of the support methods sort of through the employment office and things only come into being if you work 16 hours. If you work less than 16 hours you won't get anything but these are the very people that need, you know, so it can be very hard to keep staff for a long period of time because they require more hours to make it a living wage."

We should note at this stage that the issue of shortage of staff was not abundant in the interviews, the emphasis was more on the difficulty of recruitment.

Equally important as well as scarce are the financial resources for providing the service itself. For example the catering budget is quite tight, as portrayed below by a member of an OU:

> "I don't think they really realise what small amount they pay for food. [The] budget is 8 pounds 55 per week: that's for food. That's not very much, so with that it's very restrictive."

The recent cut in the student grants has further implications for the budget constraint, as a senior member claims:

> "Well it had an effect when they brought in student loans and then they froze the student grant, and now the student grant is such a small percentage, a small part of the whole thing. Yes, they went through a kind of mental barrier when residence fees went over the student grant, which was inevitable because the cost of living is going up and the grant wasn't."

The cut in student grants or the introduction of fees could have two undesirable repercussions on the service. The first is the possibility of shrinking student numbers, added to that the possible students' discontent with the accommodation fees, which may seem inflated relative to the current average students' budget. For example the occupancy rate has been effected as evident in the extract below from a senior member in an OU:

> "...the past two years at...we've had 30 rooms with nobody in. 30 which is a lot, this has not happened. It's quite a lot of revenue is lost during that but then your still paying out the same amount of money. You know for your heating, your lighting, your staff but you're losing the income of thirty rooms..."

For the current organisation, the importance of staff and financial matters occupy the two primary spots for the smooth running of the operation.

2.1.2. Integration

It was hypothesised in the theoretical framework (presented in chapter 3) that on the organisational level we can best observe the integrational theme. This is clearly highlighted through the description of the purpose and effects of working towards the IiP standard. It was advanced, that the organisation would be looking for more involvement and participation by all its members, as reflected in one interviewees' opinion:

> "I suppose that's one of the things that perhaps the university is looking for or think about it, introduce the guys or shop floor workers and are now co-workers. They understand the problems of the shop floor and the restrictions on the shop floor, and they can turn that around, instead of being a frustration..."

Similarly, one member of staff in an OU explains the integrational changes that have been undertaken recently:

> "Far more communication, you know, as I say, but that's because each place is not running as a sort of totally separate country, which was the, I don't know if that's just the way things were set up originally, it felt like that as well, you know you were a totally separate country from anyone else within the residence system ... You know,...budgets totally different, we all buy the same cleaning materials, we all buy from the same suppliers which means you get a better deal."

Fostering a communication climate within an organisation leads to cultural agreement, as advanced in Koene, Boone & Soeters (1997). That is the social interaction among individuals will then create a shared view of the OC. Thus, we observe that integration occurs on the operational as well as the cultural side.

2.1.2.1. Investors in People (IiP)

The standard, as set out in the R&BS Newsletter[48], meant making certain commitments:

- Clear organisational objectives are set by Senior Management;
- These are communicated to everyone within the organisation so that they are aware of their role in fulfilling them;
- Everyone has the skills and knowledge to fulfil their role within the organisation;
- If not, then training will be provided;
- A Check is made in order to find out if the training has worked and that everyone is competent in the job they fulfil.

[48] Vol. 1, Issue 10.

IiP has helped in improving communications, gave more training opportunities and opened up people's eyes to what happens in the service as a whole.

The aim of the standard, according to a senior member of staff, is to make sure that:

> "Well, to actually assess the staff, their training needs, just putting it on a more formal basis when we'd always done it informally. You know staff development used to come round and see who wanted to go along and if it was more than one person they decided who goes. But the fact now that they actually sit down and have an interview with them about what they want to do. I thin that's good. It's good to set time aside to do that."

However, the training may have been available, but not as affordable as it is currently, as a member of an OU states:

> "...these colleges courses have always been available to us but the funding wasn't always available..."

Among other elements, there are two important aspects to the effectiveness of training; that is of an empowering leadership providing the motivation as well as the self-initiative to develop oneself. This is evident in the following extract from a member of an OU:

> "...but equally you're not supposed to be under any pressure to go on these things. So you could say, I would like that amount of training so really if you had em, take a person in my position my boss wasn't interested to develop or I wasn't particularly interested in developing and I was quite happy just to sit and do my job at the moment, I could certainly do that. But em [the boss] not like that and I'm not like that so I am em developing myself..."

The benefit of the attainment of such a standard is not just the development of the people but also the enhancement of the university's image. An interviewee that participated in the program tells us that:

> "...it's been a good thing...but I don't know similar financially like in terms of trade the university, benefit in terms of trade...,but there are obviously the good quality of the university and maybe will appreciate the good quality..."

The following interviewee, who is a member of management of one OU, unravels several sides to the effect of the initiative on the organisation:

> "I think obviously the university hopes that we get this investors in people award quite soon. All staff, one way or another have been affected by it. Obviously we are aware of what is happening towards the score investors and people but it's opened up a lot of training opportunities for all the staff that maybe they did not have before. I think it's opened up a lot of lines of communication in the university that were not there before so that people are more aware of actually what is going on. Years and years ago…I think people came to work in the university and they came to work in the hall that they were daily employed and that was it and you really did not know anything of what went on in other halls and you possibly did not even know any people that worked in other halls. Nowadays it's seen more as a single unit and you do have the opportunity, and it can arise that you can go and work in another hall and certainly meet people and go to meetings. It is much more open and I think people are more aware of a more sort of global picture. And I think investors in people has opened up a lot of opportunities. As I say all the staff- the housekeeping staff, the kitchen staff have all been doing these training appraisals. At the time I think a lot of people go to these training courses thinking 'I am not going to learn anything here' but they tend to come back and say 'yeah, we probably did learn something'. They can go away and feel that they have learnt something that they did not know that much about when they came to work. I think it gives them a better feeling."

Not only is the program described as achieving the above mentioned effects but also it has helped standardise the activities across operational units through facilitating the transition of staff between the different OUs. To reinforce the improvement of communications, the production of the newsletter has been undertaken, as the following extract from a senior member in an OU tells us regarding both former points:

> "I mean we met, we meet up, the managers' meeting and that sort of thing but then the investors in people standardised some things across all the halls so we're all using the same cleaning products some things like that. We're all working to the same standards of catering, that sort of thing and customer service, that sort of thing. Which has helped because like at Andrew Melville we don't have any conferences so we close at Easter… but then the staff obviously have to get moved to other residence. So if they get moved to other residence and they're doing, ok they might be doing the same job, at least if they're using the same products and you know working to a similar standard, it's easier for them to actually make that move."

Moreover, the same interviewee tells us regarding the newsletter:

> "Communications have improved, officially, you know we used to get everything here through the grape vine you know what I mean, whereas now it maybe comes out more officially and get to more things on more regular basis via a newsletter residential & business services."

The newsletter symbolises the belonging of each individual OU to a wider organisation, as a member of an OU states:

> "…and the newsletter lets you know what's going on around about the place. I think the staff like to see it so they know what's going on, whether they pick it up and read is a different matter, it's a different matter, but as long they're there for them."

This is evident through the printing of a big YES in the May 1998 issue celebrating the attainment of the IiP standard, presented in Exhibit (D-1), on one side and listing the names of all the staff members on the other, as a sign of recognition of everybody's efforts.

Training the 400 participants in the program and assessing their training needs is complemented by training provided for the wardens and sub-wardens, which have been run by the central unit:

> "[We are] responsible for the training of sub- wardens. [We] run an induction course before the session starts and I run various training sessions on safety and first aid, drug awareness and all these sorts of things."

Members of staff in residence halls have to undertake similar training in first aid in addition to safety and health regulations awareness. The latter issue will be elucidated upon in the next subsection.

2.1.3. Refurbishment & Safety

Both issues are reflected in the interviews as an organisational priority. The issue of improving the physical environment of the residences is reflected in the budgetary allocation of funds to refurbish residences periodically, where a lot of the residences are on a rolling program. As a senior member in an OU reflects her concern regarding refurbishment:

> "…but it hasn't been refurbished recently so some of the rooms aren't as nice as they could be, em we are doing the refurbishment and the next few years. We've done 66 rooms last year so we're doing some every year,"

During the interviews, senior members of OUs were asked what they would do if they were given a sum of money for improvements to their hall. The issue of refurbishment occupied a central role in allocating such a hypothetical sum of money. Below are extracts of two answers:

> "We would dearly love to (this will maybe sound silly) recurtain all the bedrooms upstairs with a modern type fabric, to upgrade. I do not know if that's the sort of thing you are meaning…We would dearly love to do that to put a spark of colour in the rooms…"

> "…my priority there would be to continue to improve, you know refurbish the rooms, putting windows in, redecorating, new curtains, carpets which is what we started doing. Depending on how much money they gave me (smile), the shower rooms are also needing refurbishment over there and then would improve the standard of living for the students."

Another important issue is safety and health. There is evidence to show that the regulations have become stricter, as portrayed in an interview with a member of an OU:

> "I mean health and hygiene nowadays are so much to the fore. Things like that. Safety matters probably govern our lives so much more than they did years before. Because of that you have got to adapt the working practices to fall into line. As far as the cleaners are concerned, because we are so governed by health and safety a lot of the work processes are to some extent more restricted than they were years ago because there are certain things that are acceptable and certain things that are not acceptable."

A part of health regulation pertains to food and beverage. This is in accordance with research undertaken by Gilbert & Guerrier (1997) exploring UK managers' perceptions in the hospitality industry regarding the changing nature of work. The managers interviewed expressed their observation regarding the recent growth of hygiene and food safety legislation.

Sometimes, both issues are related, for instance, refurbishment could be necessary for the implementation of safety regulations:

> "At the moment we are putting new chairs in to bring them in line (through fire regulations) with what's in here."

We can also assume that refurbishment is part of upgrading the residence to be able to cope with the expanding students' needs. For instance the wiring up of several residences to provide computer links to allow access to the university's computer network from the students' bedrooms. Refurbishment budget is separate from the maintenance budget, and decisions on refurbishment and upgrading are undertaken through the R&BS according to the refurbishment plan, which entails prioritising the refurbishment of some residences over others.

Throughout this section, we have attempted to demonstrate the major themes arising from the interviews pertaining to the organisation. The way the organisation is structured inherently divides the culture into occupational sub-groupings, where each group is confined to an OU. The obvious repercussion of such an arrangement is the difficulty in communications across the board. The change, operational through the establishment of standardised tasks across OUs to facilitate staff mobility as well as the improved communications through investors in people, counteracts the separatism that would otherwise remain. We can further explore such an issue by focusing on the themes expressed and pertaining to the OU.

2.2. The Group

In the following section we will try to delineate information from the interviews pertaining to the group level of the culture. We will demonstrate how the organisational structure creates a fairly coherent grouping within each residence as compromising an operational unit. Within each and every OU, there is a degree of co-operation due to teamwork activities. A feature of the Student accommodation at the University of St Andrews, which is different from the previous case, is the wardenial system. This as we will see, takes away the welfare responsibilities from management and gives, consequently, the space to supervise operations.

2.2.1. Wardens

Although conversing with the students is regarded as part of listening to problems pertaining to the students, this is possibly seen as above and beyond the line of work, and thus provides evidence of good service. In reality it is the warden that is the liaison between management and students. The hall management is more concerned with operations whilst the wardens sole purpose would be the student part of the service. This necessitates the establishment of a good working relationship between the warden and the management. The following is a description of the warden's roles:

> "The warden is a member of academic staff who is here and he is responsible for the welfare and discipline of the students. So he is actually the person, with the accommodation office that is directly involved in the placing of students into specific rooms. If anybody has a problem with their room mate or anything like that it would be officially the warden that they would go to speak to. He would be the person that would instigate any room change if he felt that there had come a point that these two people could not live together or if it was going to be detrimental to somebody's welfare that they were sharing a room with somebody, they would get out of the room."

The warden is concerned with student welfare; this includes room allocation in conjunction with the central unit. The central unit provides the numbers of returning and entering students as well as ones with special needs. We should bear in mind that some of the warden and management's roles might overlap, as boundaries are not clear when it comes to what each group should be doing. The only distinction is that wardens are mainly concerned with the students and welfare issues, whilst management is mainly concerned with the operational aspect of the service.

2.2.1.2. Discipline

One of the functions of wardens is the supervision of students and, if need be, the discipline when dealing with 'deviant' behaviour. Disciplinary action could take a mild form like a caution or verbal warning, and that extends all the way to being expelled from the hall of residence. The management and R&BS do not have the authority to approve such an action, as an interviewee aptly describes this situation:

> "We're, [the warden]'s really responsible for the students, we're responsible for the buildings and the accommodation service,"

The extent of the management's involvement in discipline would be through health and safety. Examples would be trying to remove what is considered fire-hazard items like candles or electric heaters, or send communications to the students asking them to tidy up their rooms because the cleaners are unable to do their job properly. The set procedure is to inform the warden, who will in turn interact with the students regarding such issues. Nonetheless it is not always easy to punish a culprit for anti-social or destructive acts. This is often frustrating, as the passage below may imply:

> "Yeah, students have been kicked out of the residence, there was one [student] that em got kicked out, he was doing quite a lot of damage…on the floor. And em a lot of the times the damage was done to the crew that works that eventually it got to the stage, people were frightened to say anything,…and eventually he was kicked out,…but equally what happened he did all the damage and em because we couldn't proof who it was, we had a fair idea, halls damage is charged to the students damage which means that every person in this hall must pay for it and I don't think that a lot of the students actually realise that,"

Here, the discipline issues are pretty separate from the managerial roles. Wardens supervise the discipline together with the hebdomadar, whilst management merely do the reporting. The warden is the middleman in such a situation. For the member of OU quoted above, there is unfairness inherent in the way discipline is handled. Another interviewee expressed a similar frustration resulting from the students being let off a little easier than they should be. To be punished is seen as justice and so the interviewee sympathises with the warden and sub-wardens' position, where their disciplinary efforts are 'thrown back in their faces,' he expresses his conviction that the culprits should not be let off as easily, especially the minority that would do serious damage.

Sometimes this division of roles between the wardens and management may create a problem, as evident by a hall employee's story below:

> "But during the day it's quiet, you know they'll maybe be at their classes or whatever or their work, so students will start shouting at us saying 'I want something done about it now' but we're really not allowed to intervene in the discipline of the hall at all. Occasionally sometimes somebody will phone up to somebody asking them if they would mind having their sound down but it really isn't our problem but a lot of the students think it is and they get quite annoyed t us saying we're not doing our job. We just have to advise them to make an appointment to see the warden...Like when the wardens say from hall, we'll maybe like put a note saying this person is very upset or whatever."

2.2.2. Halls of Residence as OUs

The halls of residence are run as separate entities with a sizeable amount of control from the central unit, especially in areas like decision making and planning, as one member on an OU tells us:

> "Although I guess if it was found that the work load was more than they could cope with this would need to be something that they looked at. That's probably not something that we would have control over. Again it would be done through residential and business services. Each of the residences run as an individual unit to the extent that we do our own ordering, we do our own invoicing, we do our own internal accounting. So at the end of the day we're all responsible to 79 North street. The policy decision etc. come from 79 North street."

We have explained in the previous section how the investors in people initiative aided in improving communications and facilitated staff movement between halls. On the other hand, the influence of environmental pressures is felt when considering the description of the fall in number of students and this with reference to the department of geology at the University of St Andrews closing down. These are queues that, may be, trouble is ahead. The links between the student numbers, the job and the closing down of Hepburn hall for the 1998/1999 session are all indicators that could cause scepticism regarding the future of the service and the job[49]. Here, the more efficient and desirable the hall, the less probable it is to be shut down. To give an example of a successful hall, New hall which houses around five hundred students, is fortunate in being successful and in demand as well as valuable in terms of the amount of money that has been spent on it[50]. This is an important point, as it sheds light on the utility of improving communications between the OUs as well as facilitating the movement of staff between the different OUs.

Although there are rules and regulations that are actually common across all the OUs, different operational units may have different problems, as in the difference between being in a large hall and a small one according to one interviewee:

[49] It has been stated in the January 1998 RBS Newsletter that the hall will be closed down from August 1998 for an initial period of a year. The reason was that 1996/97 and 1997/98 showed Hepburn Hall running a large number of vacancies and that the university is thus over providing accommodation. There was a promise that the staff will be allocated in the system.

[50] New hall is one of the most expensive halls, costing around £67 per week (catering).

> "I think that the bigger halls, the students are harder to satisfy. Small halls, the advantage that the staff and managers experience students as individuals."

In another member's words:

> "…every hall is like that, has very different good points and very different bad points,"

2.2.3. Teamwork

A feature of the existing organisational structure comprised of a central office or unit overseeing the macro and standardised processes on the one hand, and halls of residence as operating units on the other, might foster team spirit within the individual residences. Getting the staff involved in decision making is exemplified in the extract below from an interview with a member of an OU:

> "And when I do change things, a couple of new ideas, I always get as many people involved as possible...and I like to get all my…staff involved so that…you can get them into it even if you don't get them into it, at least they're seeing why you're making these decisions…and why sometimes the choice seems strange…em I think the staff appreciate that, that they are involved rather than me coming up and dictate to them."

Similarly this is the view of a subordinate in another OU:

> "Again at the end of the day the residence manager is responsible for what goes on from our service point of view within the residence, but I think that we can all use our own initiative to a certain extent and do the work that we are here to do and to run any ideas past her.. and then just carry on and do the rest that we can in quite an open atmosphere. We all contribute as we can. The manager we have here at the moment is always willing to listen to any ideas, and any new ideas that we have that are going to improve the service that we offer."

Although there are primary responsibilities, staff members tend to be involved in other functions pertaining to the residence:

> "Although I'm basically involved in the…it's not that there's a great division, that I can say, 'well that's…, that's not my business'. We're a small team of [few] management staff. If somebody's not here, somebody else has got to cover them…"

This will also be affected by the size of the hall, the smaller the hall the more closely knit are the staff, as a senior member of an OU states:

> "Here they tend to do lot's of, like the staff maybe would help with the catering and clean the rooms and different things. Whereas because [an OU] is bigger they would be just like cleaning the rooms or would be just like doing the catering or would be just working in the dinning room where as here everybody muddles in and helps wherever is needed. So it's a bit more segregated I would imagine."

This is further demonstrated when considering teambuilding initiatives undertaken for one of the largest halls where the members, whilst blindfolded, had to drive a Landrover (RBS Newsletter, April 98).

Since wardens are in charge of the student's comfort and well being within the residence, there is a need to gain their co-operation, as has been sounded in one of the interviews:

> "...to understand each others' points of view. We find together an evening, over tea, and we'd sit down with the warden, some wardens and we chat away and it went very well...manager / sub-warden meetings and we'll have a wee drinks and chat...so it's fine. But they've got a difficult job to do as well, if you'll ever think that the students they're seeing the sub-wardens, they'll maybe see the managers as the managers..., but the sub-wardens they're in the mind of the students are the managers..."

We can observe here how a member of the management can empathise or relate to the warden because there is a realisation that they may be faced with the same situation.

This team spirit is quite important according to a member of an OU because:

> "I think it doesn't matter how good you are in your job, but how good team might motivate more action and I think you'll get there." [assistant manager]

It is apparent, at the group level, the degree of consensus achieved throughout the service. Although the halls are separate operational units, the standardisation of processes and mobility of staff across residences has led to an understanding of the global picture. It was advanced in our model that the group level would exhibit the different groups within the organisation. These groups tend to exhibit consensus internally. The intra-group agreement is complemented with inter-group (See Hernes (1997) for a study on inter-group relations) agreement to provide for a consensual culture on the organisational level. It remains to examine how the individual members feel about the service and their work.

2.3. The Individual

On this final level of analysis, the individual member will recount experiences of contact with students. The different experiences and points of view generated were dependent on the individual's role within the organisation, which in turn determined the kind of contact. It was also observed in the interviews that there is a certain degree of uncertainty regarding the future and direction of the service.

2.3.1. Roles

Providing students with accommodation is the primary organisational purpose. This would be supported by how individuals perform within their organisation and indeed group. Although the staff roles include summer responsibilities, during which the university operates more like a hotel, a front line employee tells us that:

> "...because always during the summer we get phone inquiries from the students em coming back to [the hall] or like first year entrants and their parents and instead of phoning student accommodation they always phone here so that's although we shouldn't be bothered with that in the summer em it's quite a big part of the job as well. Again you've got to like explain things to people you know you give quite a bit of your time, I always feel that we never get out of the student mode at all really eh but to me I just feel that students are hear for the larger part of the time and at the end of the day they pay the wages for me."

Here, the respondent demonstrates the primacy of the student, through relaying their summer experience and how the concern with students and their accommodation is never far away. It could be due to the nature of this primary customer, that the managerial day is often unstructured and difficult to predict. One might argue that students, being young and fun loving, might cause unintentional and unanticipated havoc that has to be dealt with immediately. We will expand on this point later when we discuss the nature of the customer group. Alternatively, we can assume that the nature of the industry, which is heavily reliant on human interaction, may be the reason for this lack of structure. Research on the UK hospitality managers undertaken by Gilbert & Guerrier (1997) confirms such reasoning. The unpredictability of what may happen next in an OU is demonstrated by one interviewee, through recounting his experience of an event that occurred in October of 1993:

> "Yeah, because that October it rained and rained and rained all the Tuesday, Tuesday during the day and Tuesday at night and em the way they had structured the grounds outside the building on the far side, there was no curb in front of the fire door and the rain just all ran down the hill from the grounds department and under the fire door, in the corridor, along the corridor and flooded them all out on that first corridor,...Oh, yeah, there were things bobbing about...but oh well there's always something."

The respondent's final remark is telling. The same notion, as expressed elsewhere else:

> "There's so many things that you cannot actually pin point It's things that just crop up, when you are in the office that take up the time in the dating."

Another feature of the working day, is the constant interaction with people and especially the customer group.

2.3.1.1. Contact

The degree and nature of contact with the students will vary according to the function that the staff member undertakes. In some instances the functions performed are certainly beyond the line of duty. The following extract shows how housekeepers perform other tasks beyond their job description, as expressed by a senior member:

> "The domestic ladies treat them as if they're their own children (laugh) like having a big family and they look after them if they're ill or things like that, take them to the meals. And they often talk to the ladies going around to clean if there are problems and the ladies would come and tell us."

Similarly porters sometimes get out of their way to help out:

> "The porter provides a good service as well, we know they're easy going and they help the students quite a lot may be trying to repair personal things or em students like misplace their keys..."

Frontline employees may play a welfare support role, the following respondent describes students as being conversational due to their desire to confide in somebody and talk about difficulties they may be experiencing:

> "…you'll know that they want to chat so you, although you're maybe quite busy yourself, you'll try and maybe speak to them in general, or maybe they're feeling a bit homesick or something's happened in their home background, maybe problems there. I think because you are an outsider and they don't know you that well they can tell you their problems, and I think, well I feel it's really part of our job to listen."

In addition to that, the different roles will define the different ways of providing a good standard of service. For example, a senior in an OU would consider the open door policy as helpful and as part of being 'attentive':

> "I like to think that the office is open and available if anyone has any problems with the service that we're providing or complaints about anything, we would like to feel that they would come and say: you know, we've got a problem here. We have a suggestion box that we operate for them to put suggestions in."

In the following case, the involvement by management into welfare issues could be seen as a failure of the warden to be responsive:

> "We have had occasions where they feel they've not being getting a response from the warden's side and they come and see if we can do anything, although it's not strictly our remit,"

A senior member who assumes some welfare responsibilities, due to him taking on the supervision of a residence without a warden, tells us:

> "If people came in and they were distressed and it was not residence related I would tell them to see others. I would us the knowledge that I have of the university and the contacts that I have to ensure that they were handed in to someone who would take care of them. If it was something that would be perhaps better handled by student advisory or by the Chaplain then I would have them here and explain what we could do. I would ask them if they wanted it to go further forward then facilitate it by making an appointment for them, or making that initial contact and saying 'guys, there's someone here that would like to talk to you about...'. That is all if the student's agreeable. If the student isn't then that's fine, it stays in confidence. That's it. It won't go any further."

On the other hand, for a member of staff, who is considered a point of contact with the students may stress 'appearance' as an important factor:

> "...I think obviously you have to present yourself quite well, just like even smart appearance and things like that..."

The individual's role will be dictated by the nature of the customer, however, the same role will alter according to the individual's perception of what is important to the customer, in light of his or her role.

2.3.2. Uncertainty

Uncertainties can arise because of the nature of the work that members of staff have to cope with in an OU. The day is considered to be unstructured with a lot of work spent dealing with the immediate happenings:

> "...the fire alarm goes off, delivery comes in or worst things have happened and em so the day's not structured and they're always talking about managing time, how do you manage your time when you never know what's going to happen next. (smile)"

The day is not only unstructured, but as mentioned above, depending on the OU, daily tasks could be adjusted to fill in for somebody or help out with a certain task, as for example in a smaller hall.

The effects of the decision to shut down one of the residences could be clearly observed on the individual level. From an organisational perspective, it is cost effective, however, for the individual, it is a cause for concern, as a senior member of an OU remarks:

> "Well you probably know that Hepburn's closed down and that's worrying obviously for us because we just don't know." [manager]

The fact that the student numbers may go down, leaves the question open to whether another hall will be subject to closing down, and, if this happens, some of the jobs may be lost. An interviewee comments on this point below:

> "...where our fate lies. If the student body stays up then our jobs are safe, if the student body goes down then we're all, same with the lecturers, you know, their jobs rely on that as well."

Similarly, the closing down of one of the academic departments is equally threatening and poses questions to whether the occupancy rate will be sufficient:

> "There won't be another intake of geology students. Yes, it's closing after three years time so that's another worry on everybody's back, you know if those students aren't there are they going to manage to uplift student numbers somewhere else. It's all funding and politics, from the government side as opposed to internally,"

Moreover, the future of the service itself is in jeopardy as one senior member in an OU, states that:

> "Personally I think more and more students are wanting to go into flats and self catering. Particularly after first year, I think this has been a problem with the university. People tend to be more independent and not maybe live in a residence so that has reduced, but… I mean all we can really do in the residences, try to make as happy…"

The respondent is questioning the future of the service in light of the observed students' needs. These needs are evolving in a direction that may be very difficult to fulfil in the future[51]. One interviewee differentiates between needs and wants, and states in the extract below regarding the latter:

> "They get em their wants are something else, I'm not sure what they always want, and I'm not sure they know themselves but the we try to get them what they want, perhaps that not always possible."

The two issues of making the students happy and fulfilling their needs are important elements in any service-orientated organisation. The initiative to fulfil such objectives can only be achieved with the management's commitment to the improvement of service. (Johns & Lee-Ross, 1997)

2.4. Management

It was noted throughout several issues of the newsletter that many of the people exiting the organisation have been there for quite a long time. Out of 13 staff

[51] A similar dilemma is mentioned in the January 1998 RBS Newsletter. There was a mention of the results of a questionnaire given to conference and other guests where the service and other intangible aspects rated Good and Very Good, whilst areas of improvement where physical

members reported to have left the organisation, six staff members took their retirement for various reasons, after working in the service for at least 13 years. One member worked there for 25 years[52]. A senior member of the organisation confirms this in the following passage:

> "Em, I've had, most of my staff have been with me for several years now. I've got one member of staff who's only been with me for only two years. Em, I have confidence in what they do which is demonstrated by the amount I delegate to them. I believe in giving them an interest in what they do by giving them the responsibility to take a specific area and have an expertise in it, with the knowledge if they run into difficulties as long as they'll, I will always help them out if they run into difficulties but I'd like to know in advance if there's a difficulty coming up."

The degree of consensus observed throughout the culture is reinforced by the efforts that led to the attainment of IiP standard. For that, not only are the people required to agree on the fact that the organisation is an investor in people but also they've got to work by to same standards, procedure and be able to unify their operations. For this end, the organisation had to undergo some changes.

2.4.1. Change

For the service to achieve the IiP standard, a few changes had to implemented. This starts with the formulation of a business mission:

> "Committed to the provision of quality facilities and superior customer service to students, staff and visitors where the primary focus is upon maintaining and enhancing our relationship with our existing customers." (RBS Newsletter, Sep 1998, p.1)

These espoused values are reinforced with procedural and operational guidelines. One area that benefited was that of safety and health. It has been tightened up and as one interviewee tells us, this has affected and constrained the work processes:

---

aspects, for example bathrooms and furniture in bedrooms. It was said that the former where "areas within our control."

[52] Based on Newsletter issues between September 1997 to September 1998.

> "Just through codes of practices and legislation. Although we, all of us, though we had a pretty safe working environment, because legislation stipulates that certain things must be done and must not be done you've obviously got to carry that out and there has been an awful lot of these codes of practices introduced into our working practices recently."

In accordance with the business mission, the impetus to provide more choice for postgraduate students has been echoed in the following:

> "The idea is that it's all available 50 weeks of the year with the exception of New Hall which is only 37. But there's no break for Christmas or Easter which post-graduates don't have anyway. And so that would operate, and this year we are slightly changing the balance. Whereas previously we would offer everybody a 37 week contract and then ask them to reapply for the summer, this year we are giving them the option to apply for a 50 week contract so that if they want somewhere for 50 weeks then that's it. Hopefully that will be popular with the students and they help our administration. That's something that's just a tweak in the system, we'll just see how it works. Same thing, just presented in a different way."

To maintain a better relationship with the customers, the needs of the students have become an important issue:

> "How's the service changed…? I've seen it change considerably, and I'll tell we've changed, we've become much more conscious about the needs of the students."

Answering for the students' needs, however, is just one side of the equation. It is imperative for the students to be fully aware of the extent of the services being offered.

2.4.2. Awareness Building Efforts

The educational process (of the customer) starts from the top of the organisation with senior members, who might regard it a part of their job to explain the facts to the students. The students should be able to separate fact from fiction and know what they are eligible for as customers of the service, as a senior says:

> "If I had to give definition, I would think that students are often people that think they know an awful lot about their living situation and what their rights are but my job is to make sure they understand the facts, that the assumptions they make or that the rumours they hear, I've got to establish the facts."

It was mentioned in the RBS Newsletter that the 97/98 business objectives include plans to introduce a charter. We expect this to be along the lines of the charter used in the University of Strathclyde (Chapter 6, section 2.1.5). Aldridge & Rowley (1998) explain that student charters have been adopted by many Higher Education institutions following the 1993 Department of Higher Education publication of a charter for Higher Education. Charters form a contract between the establishment and its customers.

Similarly in the catering context, the same notion is demonstrated in the passage below, as recounted by a member of an OU with catering responsibilities:

> "…the students don't have a great opinion about the food, [we] try to increase their awareness for the full appreciation of the food. Appreciate the problems that we have to cater such a large amount of people, and [we] do this through continual contact with…food rep, and senior students. What [we]'ve tried to do to make people more aware of the food being more interesting is that [we] regularly stage theme nights and along with specials, because we have such a limited menu, we've got the special in the evening and we try to generate their interest that way."

The communicational and informational process is especially important for a disruption in the service, that is viewed as not necessarily the provider's nor the customer's fault as the following member of an OU tells us:

> "…the other day fire alarms went off in one of the blocks so we had to go out, evacuate the block and wait there, exploiting students who were rightly upset, it's a false alarm and they had to vacate the building and I couldn't let them back in until the fire brigade would investigate it. Just trying to relate to them, that it's not their problem, there's nothing that I could do about it, it's my fault, it's not their fault. The situation has developed, just try to make them fully aware."

Exhibit (D-2), Appendix D is a summary of the service commitments made by the R&BS, and this further represents the informational nature of such publications.

At this juncture, it is important to look back at our intended objectives in this chapter. The information that was gathered from the interviews as well as the RBS Newsletter has aided in portraying an image of the culture at its several levels. As with the previous case of the University of Strathclyde, we could delineate and better describe the cultural processes by focusing on the different levels of analysis.

3. The Student - Customer

This section is concerned with the primary customer of the service, the student. The various characteristics of the student are elaborated upon before examining what needs members of staff perceive are fulfilled throughout the provision of the service.

3.1. Perceptions of a Student

The general opinion is that they are a pleasant bunch of people, as a member of an OU says:

> "As I say, on the whole they are normally quite a pleasant bunch of people. I mean you get exceptions to that, I'm not saying that they're all perfect, cause you can't do that..."

Attributes attached to the students include characteristics like young and intelligent, as well as behavioural characteristics like demanding a better service and propensity to damage property in the process of seeking fun.

3.1.1. Young

Age wise, the primary customer is quite young, taking into consideration that a large proportion of the students living in a hall of residence are in their first year. This may pose problems relating to taking responsibility, as in the following case, a fresh start is synonymous with getting rid of the problem:

> "...if we come back to the contractual issue.. a lot of students think that if they've got a fresh start somewhere else then all their problems will be solved but it is not; the problem is in fact there and it is not going to go away."

This view is emphasised by the fact that the staff see the students 'grow up' during their stay which could extend to four years. So, they are fairly young when they first gain access to the service, as a senior member of an OU says:

> "Sometimes I think they're a bit, some of them are very young when they come in here, some of them are seventeen and they may be never been away from home, or they come from the Shetlands or something you know a small island and they're not used to being, you know St Andrews is a big town even though to us it's small."

Related to the view that students are just youngsters, is their willingness to damage the hall in pursuit of fun:

> "…there is student damage done as pranks. There's very I think they're not really malicious but just like being youngsters, you know having a good time."

3.1.2. Vandals

Damage to property is not unheard of within halls of residence, as the following demonstrates:

> "Well, as I say people that maybe cause damage, or are a bit rawhide... probably more so late at night. But we have had people in the past that cause considerable amount of damage to property. So I mean to that extent you can understand why people think 'Oh gosh, students'. You maybe get the odd few that give the rest of the community...you know, a bad name…"

This could be damage when fire alarms are set off, for instance:

> "But I know there's damage, quite a lot of damage just students breaking the glass, you know like break glass to set off the alarm or the fire extinguishers are always getting tampered with."

The kind of vandalism which might cause the most damage, in terms of the effects on the moral of the people, is the kind that is directed at the staff:

> "Em, I think on the whole most of the students I've met are polite , you know the majority of students I get on fine with. They're quite level-headed and you know like common sense, things like that but there are a group that em, I don't know if it's how they've been brought up at home, sometime I feel as if maybe some of the students that we've got here anyway, some of them have not been given a lot of time by their parents; they've maybe been brought up like with a nanny or somebody else watching over them, and I think sometimes it shows in the way they treat not just me but just staff in general. They sort of like speak down to you and expect you to run after them,"

Another example, is about the students' treatment of a fellow student, who was working part time serving food in one of the halls:

> "I remember one case when I had a girl working in the kitchen, weekends…and she served the hot meals. When I came in, I got a whole list of complaints that this girl has given the students a lot of abuse…, she was fed up with the abuse of the students, I don't think of a particular abuser but students are just hi-jinx and they'd say things…it's obviously you know just winding her up. She's been taking this for months and months and this was her last weekend and she just let it out on them all (smiles). And how do you deal with, you couldn't deal with that so how do you expect the students,"

Implicit in this story is the amount of strain that could be inflicted on the staff dealing with such a situation[53]. Research by Ledgerwood, Crotts & Everett (1998) showed that the relative frequency of encounters with rude or demanding customers contributes to employee 'burnout;' measured through emotional exhaustion, depersonalisation and negative personal accomplishment. This is particular to staff that are reliant on interpersonal skills in their daily tasks.

3.1.3. Intelligent

The fact that the customer is regarded as intelligent commands that the communication process be two-way, as well as informative:

> "The other day, we had, some of the students saying why do you put the waste bins out for disposal, why do not you sell to a farmer for pig feed, which is a sensible move but you spend the time just making them aware that we can't do that now because the hygiene regulations are so tight. Where would we store it? We can't store it. People are not interested in picking up a small amount. They would probably come once or twice a week. A large amount where would we store this, hygiene regulations so we're talking about... So it's very much a case of, it's just in continual conversation with the students because they're asking questions that were asked last year, the year before, or the year before that. The same things they just keep on coming up. It's one of these jobs where I think keeping these people, they're quite intelligent people they're going to ask questions... So that, half of my job is to spend in general, looks half of my job in general in chit chat with the students but it's an important part of my job to see that it's not an us and them and the management are part of the whole residence."

This aspect of the students does generate interest for one senior member of staff:

---

[53] A half day workshop to deal with 'awkward customers' was proposed in the RBS Newsletter, April 98 issue.

> "So I think that perhaps I'm dealing with a slightly naive group but on the whole I am certainly dealing with very intelligent group of customers who keep basically my interest in the job going, because you have to think on your feet a great deal. You have certain questions to which you always give standard answer but there will always be a new one that's raised."

One consequence of dealing with an intelligent customer group, is their propensity to ask for better conditions, if they can.

3.1.4. Demanding

The students as customers have become more demanding, as a member of an OU states:

> "They have changed quite a lot since I've came here, in they demand more know, but then everybody does in their day to day life. You know they want a telephone in their room, and they want more showers...that sort of thing. Which is fine you know, which can be expected. You've got to move on, it's just the time's changed and people expect more."

The same opinion is echoed elsewhere:

> "I think probably the expectations of students maybe have changed throughout the years. What they expect of life in general... I think that they expect a higher standard than they did 10- 20 years ago."

Furthermore, as Hill (1995), in an investigation into the role of the student as a primary consumer of the Higher Educational service, states that British students are having to meet greater financial demands in sustaining their education and this would lead to increasing demands as time passes. The reaction to these demands is to try to provide more service, but the new service standard could raise the expectations and thus any improvements should be implemented across all the OUs, as a senior member states:

> "About 60 per cent of our rooms have telephones. Now I have a historical memory because of the length of time I've been here, I remember when everybody was using pay phones, it's not that long ago, but now because the students only see what's happening immediately and what they have not got, the ones who don't have telephones feel that they are being disadvantaged in some way."

The customer is almost always unsatisfied or needing a change as exemplified below:

> "You get times when everybody's got accommodation and the lists are closed, and you've done your job. It only lasts for about 5 minutes because they don't like where they've got. But for that 5 minutes, you've done the job, and that's what it is. You always have that little shining light there, when everybody's got something…"

Moreover, the students' demands are not static they tend to change from one year to the next:

> "…each year there's something different that the student body as a whole doesn't like. It depends on the day the linen's changed, it depends whether it's all the new students don't agree with not having posters on the walls or whatever. Every year's different, it's always a challenge, it's always a challenge,"

<u>3.1.5. Customer</u>

There is a conviction that the students are the reason for the existence of the job, as one interviewee states:

> "But we look at students, I think these days, as our customers. If they were not here, we would not be here, we would not have a job. On the whole the people that we have here are quite a pleasant group and they are just normal people. I know that students are just looked at as 'just students' but as I say we've got to look at them like they are our customers. if they weren't here we would not have a job."

Furthermore, there is a relationship of interdependence:

> "Em, I mean the students are basically our bread and butter. There's a dual thing, if the students weren't here we wouldn't be here, and if we weren't here the students wouldn't be here,"

But, on the whole the students have different problems than summer guests who are being provided with a short-term service:

> "Different problems (laugh). When the students are here, they're here a long time they maybe get fed up with the food or they get stressed maybe during exams and that sort of thing, so you have that to consider. Whereas people that are here maybe for just 3 or 4 days, they just come here overnight and they enjoy their stay then go back away. So it's different, you know it's totally different the two times."

This necessitates an approach to customer service where the students' needs are examined and future improvements of the service are implemented upon this knowledge.

3.2. Student Needs

The students requirements expressed relate closely to what the student is characterised as. For instance, the young nature of the customer is expressed by the need for a maintaining a social atmosphere within the residence. Other needs that are common with the previous case include privacy in addition to the preference for self-catering.

<u>3.2.1. Basic</u>

The students require that their basic needs be fulfilled, evident in the following paragraph:

> "...it's basically the heat, their accommodation in the room, light and the food and we provide all that and the we provide them in abundance, and pretty well...and they've got a limitless supply."

The students may need the basics to be covered, but they will also aspire to get the best:

> "But the students are still looking for completely wide range, they want something that's standard, basic and as low cost as possible as well as the top range. So I think that's one of the aims that we have, that they have that full range. That's one of the main reasons why we made one or two changes with post-grad accommodation so that they've got the same range that the undergraduates have. Everything from basic self-catering up to en suite with catered and self-catered within a residence environment."

The location of the residence may be of interest, as evident in the following two extracts:

> "I mean, we're ... and in the centre of the town and I think that a lot of people that are here are here because of that reason- they're central to a lot of things."

and:

> "Or then again the location, a lot of the students pick, would like to stay in the town rather then maybe out…"

Other aspects that were deemed important include cleaning and nice surroundings in terms of decoration and refurbishment. In the interviews, the tangible aspects of the service were portrayed as important to the students.

3.2.2. Social Atmosphere

The sociable aspect of the hall and degree of 'community' spirit have been mentioned throughout the interviews. For instance, when asked whether the students experience problems in the residence that he works in, an interviewee replied that the two halls he runs are quiet sociable and thus problems usually do not arise. This highlights the importance of the social atmosphere for the smooth running of the service.

The importance of the social aspect is exasperated by the location of the university in a small town, as the following extract demonstrates:

> "But I don't think students in St Andrews are probably (I am saying this and I really don't have any experience of students in any other places so I maybe can't say that, but) any different than any other student community. St Andrews is quite a small town obviously and it is not a particularly large university, so obviously the students have got to sort of integrate into the small town. In Edinburgh for example the students are dispersed around the city much more. I probably think that everybody would have more or less the same opinion as myself."

Moreover, the change of the two single gender residences, in the last five years, to mixed halls, has been helpful in improving the atmosphere according to the same interviewee:

> "A lot of people did not like that idea of Sallies becoming mixed because it lost the old sort of.... tie idea. But I think it has actually worked quite well because it has improved the atmosphere in the hall."

There are several factors that affect the social atmosphere within a hall of residence. The student's experience will differ, depending on whether the student is sharing, lives in a small hall of residence and the effectiveness of the hall committee.

3.2.2.1. Sharing

The utility of providing shared accommodation is exemplified in the following passage:

> "Again, you would get some people that wouldn't like that but then quite a lot of first years coming in do like it cause they've got someone there that they know in the first instance, in the first few weeks, that they can sort of share and learn their way with."

But sharing could equally be a problem:

> "...problems with flatmates, or roommates that can be really nasty to each other. If someone's feeling really vulnerable that can really bring them down."

This may be also true for sharing kitchens:

> "I think the only thing that I would say that causes a major problem is sharing the kitchen em in the self-catered blocks. Because you get people that are really tidy and people that are very untidy or you know like just break things on purpose..."

Wardens, being in charge of welfare, could aid in creating a favourable atmosphere:

> "We have had occasions where they feel they've not being getting a response from the warden's side and they come and see if we can do anything, although it's not strictly our remit,"

3.2.2.2. Size of the Hall

An employee in a large hall states that students tend to be less sociable in his hall as compared to other halls:

> "...the committee collecting money, they organise events, I think so much money goes toward damage to the hall in general at the end of the year and the rest is like for social functions. I know one year they went to quite a lot of trouble organising every night they had a disco and drinks for... you know each yet when the students arrived, and it was a shame because hardly anybody turned up so I suppose they lose a little bit of heart as well. I think in other halls they have more a kind of community kind of spirit of what I gather"

Similarly, the following interviewee tells us about his hall:

> "I think because it's a big building some people find it inhibiting. If you've got a student who's very much a loner they can hide in [the bigger] Hall because there's self-catering areas."

The sociability of a small hall is not just confined to a student-student interaction but also to a student – staff interaction:

> "A smaller hall is, there is more of a feel of em home …, I don't know what we can do about that. I know in [a smaller] Hall, the chef used to go in the common room and says to people and students, he'd say what would you like and drew out the menu…"

3.2.2.3. Hall Committees

They serve the purpose of making halls, and especially larger ones, more sociable, as one member of an OU states:

> "…and I think they matter a lot within a hall this size, you know, to keep it as a community as opposed to a building that has people stay in."

And consequently, students on hall committees should put in the effort to do more:

> "…like they 've got a common room that the committee has organised but all that's in it is a TV, video, large screen, I think there's a pool table and some computer game things. Sometimes I feel that they could, I don't know how they'd do it but they could have a better social calendar for the students here but that's up to the committee…"

3.2.2.4. Private Accommodation

Financial considerations aside, the social aspect of living in a hall of residence is what distinguishes this offering from the substitute of private accommodation, as the following extract tells us:

> "I think the social side of it is what a lot of them enjoy and it's easy to make friends when you are in the hall. If you are in a flat, your friends will be how you share with, you're not in the same social group (?) discos like we have here or whatever you know it's just sort of in a flat you've got to do more of an effort to meet people, go out so it's quite good I think for first years to come into a residence, meet people and then if they do want to go out into a flat, usually they know quite a few people. I think that's why quite a lot of them go into residences just for the social side of it. (laugh)"

Through the property management scheme the university sublets private property, although it is not considered a core function and is run as an informational service rather than the university taking responsibility for the quality of the properties. The following passage sheds more light on this issue:

> "Whilst still wanting to provide a service to students whereby we give them addresses, at the same time ensuring the university is…in any way in any area of responsible because we are not checking gas safety certificates. I know I am not a qualified surveyor so, though I can look at a property and assess it, I cannot at the same time guarantee that the wiring is fine. The whole of accommodation in the UK is very concerned about their position while still wanting to help the students, so we're taking an educative role by providing leaflets that tell them what they should do and how they should look at things."

3.2.3. Privacy

Although parents are customers of the service, they are indirectly so and to preserve the individuality of the primary customer, the student, privacy has to be maintained. The privacy issue has sometimes been an obstacle for the smooth running of operations. The following is an example of how the service was improved to get around the privacy issue:

> "You know the students felt that people went into their rooms when there weren't a need for them to go into their rooms. We obviously need to have access to the rooms to clean them and for the health and safety inspection you know we need to go in and check whether they're not burning candles or … heaters and that sort of thing. And that's clearly stated in the students' contracts but it was felt in that particular residence that there'd been people going into rooms for no reason. So from that we've introduced ourselves a visitor's card if you want, which will be left at the room and will say we're in to your room to change a light bulb or health and safety inspection, so the student's know why someone was there and if they have a problem with it they can then come back and discuss it. But at least they know there's been, somebody's there for a reason and not just, I don't know whether they thought they were being nosy or what."

This incident was mentioned by another interviewee because at that time the student[s] put a message on the notice board emphasising their protest to members of staff going into the rooms. Here, the visitor's card is a symbolic artifact emphasising the legitimacy of the action.

3.2.4. Catering

This is a description of the meals in a medium sized hall of residence:

> "Students get for breakfast they have choice of a cooked breakfast or fresh fruit. There is also cereal and rolls available. Lunches are two- course; either a starter and a main course or a main course and a sweet, and in the evening it's a starter, a main course and a sweet- it's a three course meal."

One senior member of an OU sees catering becoming less important as a student requirement:

> "Personally I think they will do more self catering or try to change some of the residences into self catering because well I think that's what the students want, but time will tell. There's always going to be a demand for catered residences for first year students like the ones that just come in there and they're young. They come in and I think there'll always be that demand there but maybe not so much as we have now. We don't know how they see it."

There is a conviction that some of students do not appreciate the hall food, but since catering is constrained by the budget allocation, it should be considered relatively good:

> "…like some of the students go on about the catering here during term time but I think they get a good choice em…realise like the small budget that I think the chefs have to deal with like the residence manager you know like for the part of the food."

The emphasis is being put on providing a nutritious meal and this is thought about in response to the students' needs:

> "…a lot of thought's gone into the quality and health wise the nutritional value…I think [we are] aware of some of the effects of what they eat on them. So we're always trying to change the menu, trying to bring in new dishes and try to be aware of the quality and nutritional value…"

There is considerable agreement that the students do not necessarily think highly of the catering aspect of the service[54], one senior member of an operational unit tells us:

---

[54] There is a move to self catering according to one senior member of OU and is evident in this extract: "There's a lot of self-catering in there, they don't, they do have catered students but this year they have around 166 catered students so again the students are going for self catering rather than catered accommodation."

> "…you are restricted, you're obviously, if you're not up for breakfast by quarter to nine then you're not getting your breakfast if you are in a hall of residence, do you know what I mean."

One way to remedy such a restriction during lunchtime, this particular OU offers packed lunch as an option.

3.3. Customer \ Provider Relationship

The fact that students receive a longer-term based service is evident when the interviewees compare the term time with summer service. Summer guests or conference customers tend to be there for a short duration and thus repeat business is sought after, while in the case of the students there is a need to create a good living atmosphere.

It is interesting to observe that some of the aspects affecting the residential experience are hampered by what the customers themselves do. In the example of the false fire alarm, the interviewee asserts the fact that the situation at hand, is neither the customer's fault nor it is the provider's. Thus, part of the interviewee's job, as she sees it, is explaining this aspect to the students who have been waiting outside for no reason what so ever.

Similarly the employment of students, to serve food for instance, can effect the quality of the service. The student not necessarily being interested in providing the best service or being harassed by other students might react adversely to the customers.

> "…so they're not really interested in providing a good service or a problem that we do have with them is the presentation of food. You work a t a hot plate that is five foot high, it's quite high and you've got a spoon that is twelve inches high and they're trying to put these peas on the plate and em it can be done quite easily but equally you've got a youngster there (makes slapping noise) slap it on." [Assistant Manager]

The point of providing the service as a place like home is very much evident in the interviews. Below is an extract from an interview, which implies the positive aspects of providing the catering and the continuous servicing of rooms:

> "I mean the rooms are actually serviced... wash hand basins, bins, I mean that's done every day and the rooms are actually fully serviced once a week. When you say about what are students looking for, I think it's to have meals provided and a cleaning service provided is quite a good thing because obviously they do not need to worry about that aspect of it. I mean they've got studies, they've got social lives, they do not need to worry about cooking and things like that."

This is coupled with what has been mentioned in previous sections regarding the importance of creating a suitable social atmosphere and fostering the 'community spirit'.

Moreover, formally, it is part of the business objectives to:

> "And then there are things like making sure the students are happy and that we get repeat business from both the students and the conference guests so they are wanting to come back into the residences. Similarly the conferences want to come back into university again so that we obviously are getting as much revenue in as we can."

We have also noted that the structure of the work invariably puts management in a distant position due to the division of the managerial roles and the wardenial ones. The latter are mostly confined to dealing with students whilst management ought to be dealing with the buildings, and this possibly leads to an 'us and them' effect. For example:

> "We like to try to pass on different things em some times I think some of the students think that the management staff is a little bit too strict but sometimes you can see you like really small things that would happen you can sort of understand why students are a wee bit em against the management staff..."

Thus, it is important for the staff to be able to know what the students actually think of the service. This is achieved through several ways.

3.3.1. Feedback

Quality of service questionnaires is a yearly endeavour. The fact that measurement of student needs through a survey is a snap shot evaluation of the needs makes for a conviction that the reaction to the questions will be dependent on the topical issues at this point in time. It is believed that answering the questions might be dependent on the students thinking 'did we get what we need' rather than the content of the question. On the other hand, the responses are dealt with professionally:

> "They see students, they want to help them, em, they're there, basically, I think they feel a bit like I do that we're always getting some new twist at something and that's what keeps it interesting. And it's almost like the say we didn't hear that one before. And to go back to the questionnaires we've been going through and if somebody gives us a poor rating we're trying to work out why. So I mean I think we all feel like we're learning, we all want to improve the service"

It has been suggested in one of the interviews that in order to know what the students need, there should be a kind of communication with these students:

> "I think the committee will have to likely be talk to the warden staff and like the residence manager whatever staff here may be even students you know like not the committee but just some students in the hall, may be if they've done a questionnaire or something em I don't really know." [receptionist]

Moreover, the students' complaints can sometimes be helpful and can serve as a measure of control on the quality of service:

> "I would hope, I always say to students come down and complain if a cleaners not done something, I would say to them I would rather they come down because I can't change something if I don't know that it's happening you know."

This would be one senior member's reaction to student criticism or complaints:

> "So to actually follow up on individual issues in a positive manner rather than say 'Why did you say that?' That's not going to get you anywhere. But I am aware that I am in a service where you cannot satisfy all of the people all of the time."

Indeed, this is quite true as evident from the April 1998 issue of the RBS Newsletter, where an incident of a student launching personal attacks on members of staff, in one of the larger halls, caused a substantial amount of distress. In response to that, the service has introduced a formal complaint procedure. The article goes on to state:

> "More generally when the customer initiative is introduced later this year the Service Standards will include a formal feedback so that our performance does not meet that of our customers' needs then swift action can be taken to resolve the problem."

Finally, hall committees also play a role in providing feedback on the service and sometimes they act as a buffer zone between the students and the organisation:

> "...they're quite an active house committee. The senior student... I think we've got a good relationship with our senior students and have done for the past few years, that they do come regularly to the office and discuss any problems that are coming up in the student body."

In conclusion, the feedback methods are either formal as in surveys and complaints or informal as in communications and keeping an open ear. It is hypothesised in our model (Figure 3-2), that the service quality feedback would be either directed at management (surveys and formal complaints) or the individual (day to day communications). Before we proceed to examine the students' perceptions of the service, we will briefly examine two more customer groups.

3.4. Other Customers

In comparing other customer groups, we not only learn more about the operations in general, but also about what is unique and specific about servicing the students.

3.4.1. Guests

The first customer group requires the service to run as close to a hotel as possible. The commercial dimension of the service is most pronounced when examining the outlook adopted for running the summer operations. The following extract highlights some of the differences between summer guests and students:

> "It's different in that em they, well, the people are just here for a short time so you try to make their stay as enjoyable as possible and you'd like them to come back again. Cause obviously the more business we have, the more money's coming in and the more chance we've have for refurbishing and upgrading things. So we do our best, hopefully we don't treat them any different than we treat the students, you know what I mean, OK the food is slightly different, they're paying considerable more than the students would pay so we have more money to spend on food, flowers on the table, little things like that. But generally I mean it just looks the same apart the hall from hanging a few pictures up and that sort of thing."

Bookings are done centrally and once they are confirmed, the OUs get in touch with the customer.

> "You know and so, obviously it's different when guests are in because they're expecting it to be more like a hotel and they're considerable amount of the money, so we do more on a daily basis. We make their beds, we don't make the beds for students, they can make their own beds (smile)."

Consequently providing more services means that summer work is very demanding:

> "Em, it is different but at the end of the day you're still serving the public em and we have to work a lot of extra hours in the summer and that's quite tiring sometimes."

The pressures of holiday work is a 'here and now' type of pressure according to another interviewee:

> "Holiday time, oh, you can have oh what about six hundred full board for a week and then you change over for another six hundred for a week full board for a week. You're literally changing overnight, you know, that's a different type of pressure. It's a real adrenaline buzz to do where you do massive dinners which again are great fun ...but it's a different type of pressure as I say here and now pressure,"

There is a clear emphasis on quality and service in regards to conference and guest accommodation and catering, as the following passage demonstrates:

> "Throughout the whole programme, the company's emphasis is on quality and service. We are meeting the challenge to bring together the academic environment of the University for the conference sessions and a high value, incentive element for the accommodation and meal service." (Newsletter, vol. 2, issue2, p.2)

The highly competitive nature of guest accommodation leads to initiatives for the improvement of the services. Here the service is responding to its summer clients' requirements[55]. It could be projected that given the same conditions in student accommodation, there will be a greater need to apply the same ideas in the future.

[55] A number of Customer Care initiatives took place during May 1998 to better serve summer guests. One example is 'Scotland's Best' which is a development of 'Welcome Host' and is concerned with customer service. (Newsletter, April 1998)

3.4.2. Parents

The second customer group is important yet is less in contact with the service. For example, a senior member of an OU answering the question of whether he gets in touch with parents:

> "Not very often, sometimes a parent will ring up if they're concerned may be they have heard from their child or something em and then I'd go and see if... not really not unless there's something's wrong. They'd attempt to go to the warden, through the warden. Unless if there's a problem with the room and sometimes I have the parent ring up and say my son says the room is cold or whatever instead of the son just coming to me, but em not really."

The interaction with parents is limited to telephone conversations or correspondence. This tends to be either for informational reasons (parents may be worried or concerned regarding their children) or they may be reporting a complaint or wanting a change in their children's accommodation arrangement. On the latter aspect a senior member of service expresses his opinion in the following:

> "I actually have some difficulty with parents trying to contact me about a student and I will say 'please tell your son/ daughter to come and see me. I can make an appointment. I have got a diary. I know what you are saying but I want to talk to the individual, because they are adults, and that's how they're to be treated.'"

The parents as a customer group demand their children's comfort and thus their needs will be fulfilled once their siblings are comfortable where they are. Whether the students are comfortable or satisfied with the service is the focus of the rest of this chapter.

4. Student Service Quality Questionnaires

200 questionnaires were mailed to a random sample from two halls of residence, University Hall and St Salvator's Hall (the latter has an annexe, Gannocky house). Exhibit (D-3) provides further information on these two halls. Utilising the computerised system, mailing labels were printed out taking every other name on the list. Since the sampling list contained approximately twice the number of

required names, we can consider this to be an adequate random sample. The author did not get access to the list, since the students' records are confidential. The mailing package comprised the questionnaire and an envelope with the authors' internal mail address, both in a third sealed envelope. The accommodation office took care of putting the mailing labels on the envelopes and putting them through the internal mail system. The questionnaires where then returned directly to the author. Out of 81 questionnaires returned, 78 questionnaires were deemed usable as three questionnaires came in later than the designated month period, making up a 39 % response rate. This was deemed satisfactory as a senior member of the service, during an initial meeting to establish access, mentioned that 35% response rate is usually expected when it comes to student questionnaires. The first batch of questionnaires were received on the 9th March 1998, a few days after the initial mailing, whilst the last accepted batch was on the 23rd March 1998[56]. Meeting the expected response rate and the number of usable questionnaires reflected the good quality of the returned forms.

In the following few sections, we will aim to explore the data, starting with the general indicators and following through to describing specific aspects of the service.

4.1. Overall Student Satisfaction Indicators

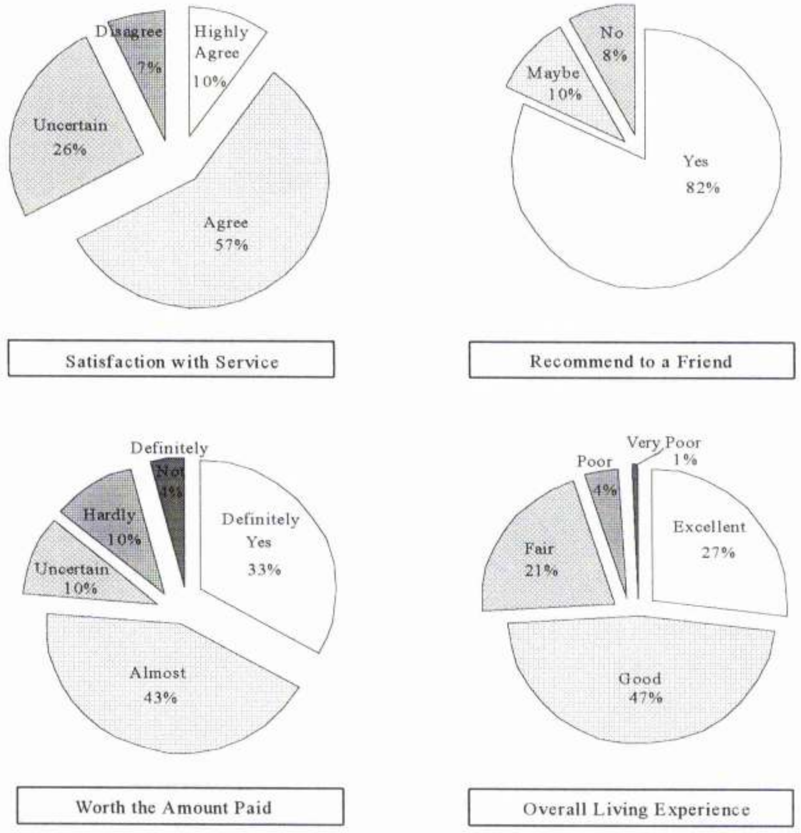
Students gave good to excellent ratings when it came to the general indicators. 78.2 % (n=61) of the sample agree to being satisfied with the service (SATISFY) with 10.3 % (n=8) disagreeing (mode = 2, median = 2). 82.1 % (n=64) would recommend the residence to a friend (RECOMMEND) while 7.7 % (n=6) percent would not (mode = 1, median = 1). On the topic of whether the accommodation was worth the amount paid (WORTH), 33.3 % (n=26) thought definitely yes, 43.3% (n=33) responded with almost while 3.8 % (n=3) thought definitely not (mode = 2, median = 2). The last indicator tackled the overall living experience (HALLEXP) with a resultant spread in opinion between (27.3 %, n=21) excellent,

---

[56] The last day of term before spring holidays and that's why this was chosen to be the cut off date. The students embarked on a three week holiday following this date.

(46.8%, n=36) good and (20.8%, n=16) fair (mode = 2, median = 2). Figure (7-1) presents pie charts of the above information.

Figure (7-1): General Indicators



4.2. Specific Service Aspects

The modes for the variables show a fair rating of the service aspects by the students. Appearance of hall is the highest ranked variable (mode=1, median = 2) followed closely by availability of telephones (mode = 1, median = 2) although the last 25% (Q3 = 4) would rate it as poor[57]. Tangibles of the hall and rooms, rate mostly good (mode = 2, median = 2 or 3) with exceptions such as laundry facilities rating very poor (mode = 5, median = 4) and storage space poor (mode = 4, median = 3).

[57] Gannocky hall rates poorly on this aspect as compared to University and St Salvator's halls.

The intangibles including staff's behaviour and evaluation almost all rate good (mode = 2, median = 2) except for the service is personal rating fair (mode = 3, median 3). On the catering side, both the quality of food and choice of dishes offered rate fair (mode = 3, median = 3). Finally the image as compared to other universities as well as the private sector rate fair (mode = 3) with the top 50 % rating good (Q1 and Q2 = 2).

The tangibles of the service rate good, which is a step higher than the intangibles with a rating of fair.

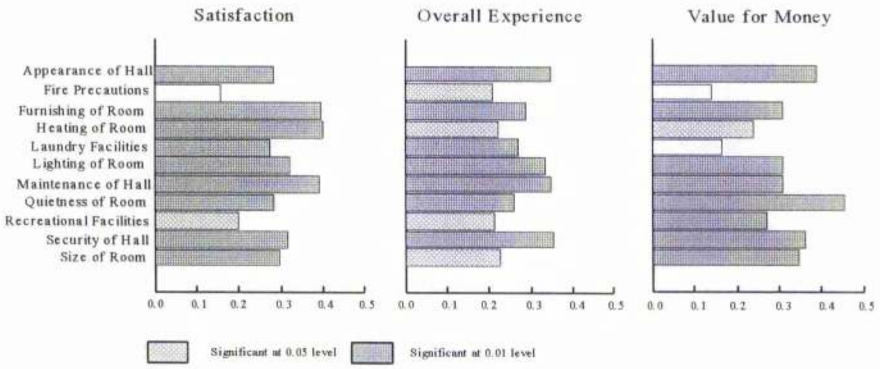
4.3. The Correlation Matrix

Table (7-1) shows the Kendall tau_b correlation coefficients between the variables from the questionnaire. The overall indicators present moderate to high correlation coefficients amongst each other. The lowest being WORTH and RECOMMEND (0.379 at 0.01 level of significance) while the highest being HALLEXP and RECOMMEND (0.521 at 0.01 level of significance). One association of interest is the significance of the coefficient between the perception that living in a residence is better than the private sector (BETTEROFF) and the duration of stay (STAY). The negative association means that this perception increases as the student stays longer in the residence. The repeat purchase then is related to the perception of the substitute product as alluded to in section 3.2.2.4.

Tangibles like appearance of hall (APPHALL), furnishing of the room (FURNROOM), lighting of room (LIGHROOM), maintenance of hall (MAINHALL), quietness of room (QUIETROOM), and size of room (SIZEROOM) all exhibit moderate relationships with all indicators. Hence all of the room variables, besides heating of the room (HEATROOM) which is related to HALLEXP and SATISFY, are connected to the indicators.

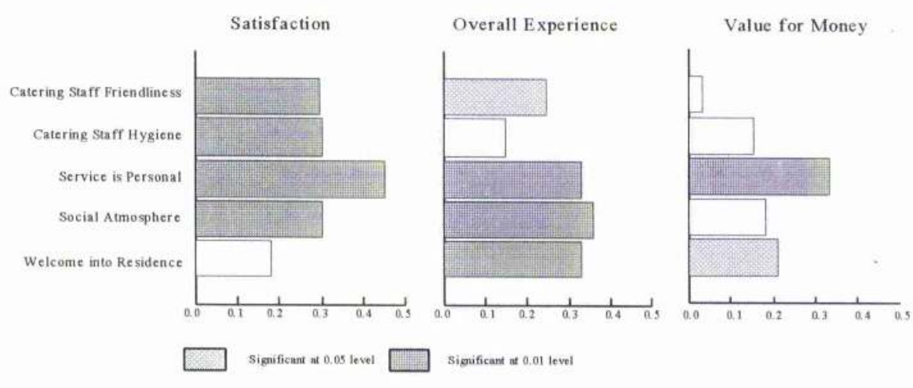
On the other hand, the perception that the service is personal (PERSONAL) is the sole intangible variable related to the four indicators followed by the perception that the social atmosphere is brilliant (SOCIAL) related to three of the indicators but not WORTH. This can lead us to believe that the social atmosphere is not necessarily connected to the perception of value for money. Although both medians and modes of the ratings are shown next to each item. The ratings for the above mentioned three tangibles are 'good' (median = 2 & mode = 2) whilst the service is personal is fair (median = 3 & mode = 3).

Figure (7-2): Tangibles of the Service



As the above evidence indicates, there is a tendency for tangible aspects to feature heavily in the responses. These are the features that rated highly and correspond to high ratings on the satisfaction items, therefore, we can deduce that tangible aspects of the service are quite important for the students and would lead to satisfaction.

Figure (7-3): Intangibles of the Service



Aspects such as the bedroom tangibles are most important, which is understandable. The intangibles of the service are less so, which leads us to two explanations. Firstly, the intangibles of the service have less of an impact when it comes to satisfaction. Alternatively (and more probable) is that the intangibles in this case are average, and thus, do not have an impact on satisfaction. The importance of the factor is not the issue here, but the impact of it is. The evidence presented above when discussing the OC supports this. The focus on maintaining operational coherence and refurbishment and upgrading the residences will be a contributor to an efficiently run and a well-maintained residence. Although the intangibles of the residence rate 'fair,' that is not enough to lead to a higher satisfaction. On the other hand, it does not seem to lower satisfaction either.

Figure (7-1): Correlation Matrix for Service Quality Variables

	APPHALL	BETEROFF	FIREPREC	CATERFRIEND	FURNROOM	HALLEXP	HEATROOM	HYGIENE	IMAGE	LAUNDRY	LIGHTROOM
APPHALL	1										
BETEROFF	0.1	1									
FIREPREC	0.09	-0.011	1								
CATERFRND	0.019	.230*	0.091	1							
FURNROOM	.389**	0.079	.283**	0.095	1						
HALLEXP	.349**	.315**	.206*	.243*	.285**	1					
HEATROOM	0.119	0.183	.224*	0.148	.392**	.221*	1				
HYGIENE	0.124	-0.002	0.182	.507**	0.157	0.145	0.131	1			
IMAGE	.347**	.287**	0.184	.209*	.391**	.346**	.341**	0.056	1		
LAUNDRY	0.089	0.04	.214*	0.134	0.134	.267**	0.131	.208*	0.149	1	
LIGHROOM	.444**	0.068	.268**	-0.02	.467**	.335**	.282**	0.109	.249**	0.158	1
STAY	-0.026	-.294**	0.127	-.237*	-0.067	-0.099	-0.086	0.059	-0.103	0.177	0.048
MAINHALL	.405**	0.071	.331**	-0.017	.365**	.346**	.196*	0.146	.204*	.270**	.469**
PERSONAL	.293**	.388**	0.175	.296**	.262**	.328**	.250*	0.138	.362**	0.153	0.106
QUIETROOM	.307**	.217*	-0.012	0.175	0.151	.258**	.261**	.227*	.239*	0.079	.242*
RECOMMEND	.318**	.230*	0.131	0.119	.328**	.521**	0.193	-0.036	.369**	0.135	.308**
RECREAT	.277**	0.099	.226*	-0.125	0.151	.211*	0.023	-0.091	.203*	0.189	0.133
SATISFY	.281**	.348**	0.155	.298**	.395**	.450**	.401**	.300**	.517**	.272**	.322**
SECHALL	.392**	-0.049	.290**	0.013	.241*	.352**	0.038	0.153	.192*	.300**	.334**
SIZEROOM	.457**	0.122	0.019	-0.019	.342**	.228*	.216*	0.021	.271**	0.143	.246*
SOCIAL	0.164	0.121	0.053	0.108	.202*	.358**	0.168	0.06	.253**	-0.085	0.043
WELCOME	0.032	.229*	-0.031	.208*	0.151	.333**	.188*	0.092	0.181	-0.054	0.078
WORTH	.389**	.203*	0.139	0.031	.308**	.380**	.238*	0.152	.389**	0.163	.311**

** Coefficient significant at the 0.01 Level (Kendall's Tau) * Coefficient significant at the 0.05 level (Kendall's Tau)

Figure (7-1) continued: Correlation Matrix for Service Quality Variables

	STAY	MAINTAIN	PERSONAL	QUIETROOM	RECOMMEND	RECREAT	SATISFY	SECURITY	SIZEROOM	SOCIAL	WELCOME	WORTH
APPHALL												
BETEROFF												
FIREPREC												
CATERFRIEND												
FURNROOM												
HALLEXP												
HEATROOM												
HYGIENE												
IMAGE												
LAUNDRY												
LIGHROOM												
STAY	1											
MAINHALL	0.176	1										
PERSONAL	-0.189	.233*	1									
QUIETROOM	0.074	0.157	0.11	1								
RECOMMEND	-0.032	.332**	.401**	.305**	1							
RECREAT	-0.092	0.147	.359**	0.014	.270**	1						
SATISFY	-0.151	.391**	.454**	.281**	.413**	.200*	1					
SECHALL	.242*	.444**	-0.016	.243*	.316**	0.083	.317**	1				
SIZEROOM	-0.139	.225*	.223*	.226*	.299**	.325**	.295**	.254**	1			
SOCIAL	-0.125	0.088	.308**	0.037	.447**	.206*	.304**	0.04	.283**	1		
WELCOME	-0.103	-0.004	.318**	0.111	.261*	0.044	0.18	-0.078	0.066	.372**	1	
WORTH	0.126	.310**	.334**	.454**	.379**	.271**	.503**	.363**	.347**	0.182	.210*	1

** Coefficient significant at the 0.01 Level (Kendall's Tau) * Coefficient significant at the 0.05 level (Kendall's Tau)

5. Conclusion

One might argue that the description of the organisation provided in this case, and indeed the case presented in chapter 6, provide a static image of the workplace and the culture. Putting aside the recounts of the past or projections for the future provided by the interviewed members of management, it is true that this is a static snapshot of the culture at the time of the interviews. Nevertheless, our assessment of the SQ is also static and that means we have a time reference, and we can be fair in saying that the existing culture provides for such a service standard, as perceived by the students. The results of this case are presented in Table (7-2).

It may be more enlightening to look at the two cases together and try to delineate some aspects that are common in addition to the observed dissimilarities. It is the exercising of this comparative analysis that will be the subject of the following chapter.

Table (7-2): The Case of St Andrews

	The University of St Andrews
Managerial Philosophy	• Training & Development: Investors in People • Communications. • Change. • Building Awareness.
Organisational Level of Culture	• Limited resources. • Cultural Integration. • Refurbishment & Upgrading Facilities. • Safety Regulations. • Product: The RBS Newsletter.
Group Level of Culture	• Residences as Operating Units. • Teamwork within halls. • Wardenial Staff.
Individual Level of Culture	• Uncertainty. • Perception of Role. • Nature of Contact with Students.
Perception of Students	• Young. • Vandals. • Intelligent. • Demanding. • Customer.
Students' Needs	• Basic Needs. • Social Atmosphere. • Privacy. • Self-catering.
Service Tangibles Associated with Satisfaction.	• Appearance of hall. • Furnishing of room. • Heating of room. • Maintenance of hall. • Laundry facilities. • Lighting of room. • Security of hall. • Size of room.
Service Intangibles Associated with Satisfaction.	• Friendliness of catering staff. • Hygiene of catering staff. • Personal service. • Social atmosphere.

Chapter 8: Cross Case Analysis

1. Introduction

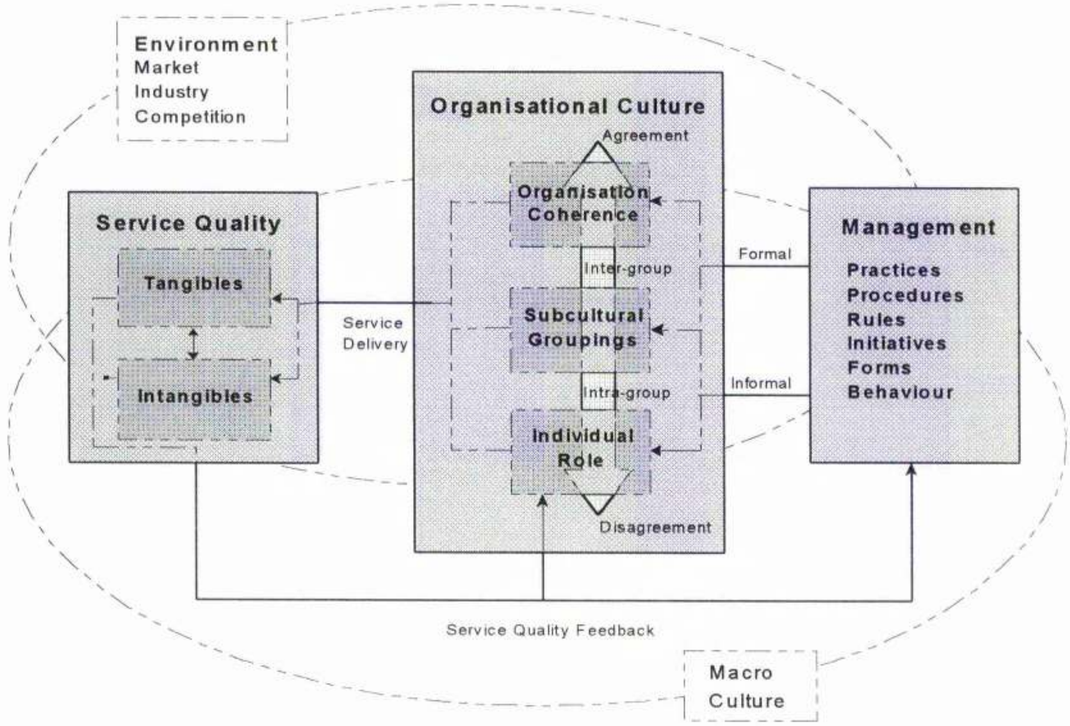
The examination of the case studies presented in the previous two chapters provided us with a rich detailed view of the organisations, as well as the service provision. We aim to advance the analysis in this chapter, through trying to demonstrate how the organisations responded to their customers' needs. Following that, an aggregation of the student questionnaires will be undertaken, to analyse associations between the various variables. One area of focus will be the general indicators of quality and associated variables.

2. The Service Organisation

An examination of the two service organisations leads us to the conclusion that there may be more similarities than differences, especially when it comes to responding to the needs of customers. Both organisations are subject to the same environment. Figure (8-1) is a replication of figure (3-2), where the organisations are in the same industry, face the same market pressures and competition. Evidence from the uncertainty felt on the individual level as well as the concern for budgets and the emphasis on limited resources all testify to that. Moreover, the organisations are a product of the same macro-culture (Scottish culture). The distinction in location (City – small town distinction) may play a role when it comes to the feel of the service and the needs that ought to be fulfilled. For example, security in Glasgow is higher on the agenda than in St Andrews (a bigger place with a higher crime rate).

The trend in printing charters and service commitments is evident in both cases. That is what Rowley (1997) labels the 'Contract Culture,' where there is a move to explicate service commitments in higher education. The students' charter in Strathclyde and the move to publish service commitments in St Andrews are evidence of this trend. Furthermore, new developments, (New Hall at St Andrews and James Goold at Strathclyde) reflect the changed direction in responding to students needs. Both are new halls of residence built to provide more facilities, including data points and en-suite bathrooms. The service organisations are responding to the needs of their customers by moving away from shared basis, and are providing more in terms of personalised service. However, this comes at a price, as both halls charge above average prices. Table (8-1) is a summary of the main points demonstrated in the two case studies, from chapters six and seven.

Figure (8-1): A framework for Organisational Culture & Service Quality



Other customer groups are also paid attention. Recounting the example of catering, it has been shown that this is a service that is not in need by the primary customer. However, parents may be in favour of securing a balanced diet for the children, especially in their first year at university. Moreover, having a wide portfolio of services means that aspects like catering may remain to be provided, but possibly to a lesser extent in the future. The catering service is part of the summer operations, and that means it is feasible to sustain this aspect of the service.

There are similarities in the structure of work, with both organisations centralising the decision making and macro operations in a central unit (more evident in St Andrews) and halls of residence serve as separate operating units with a degree of autonomy. This brings in the issue of hall staff forming subgroupings within the organisation and possibly competitive values are emphasised. The University of Strathclyde exhibits such an effect, with St Andrews, due to integrational initiatives, displaying more of a degree of consensus.

Table (8-1): Comparison of the two case studies regarding Culture

	The University of Strathclyde	**The University of St Andrews**
Managerial Philosophy	• Control. • Teamwork. • Change. • Marketing Orientation.	• Training & Development: Investors in People • Communications. • Change. • Building Awareness.
Organisational Level of Culture	• Procedural Coherence • Supervision & Welfare • Discipline • Maintenance & Refurbishment • Product: The Students' Charter.	• Limited resources. • Cultural Integration. • Refurbishment & Upgrading Facilities. • Safety Regulations. • Product: The RBS Newsletter.
Group Level of Culture	• Residential Staff Subculture • Old & New Cultures • Competitiveness Among Halls • Teamwork within Halls	• Residences as Operating Units. • Teamwork within halls. • Wardenial Staff.
Individual Level of Culture	• Uncertainty. • Perceptions of Roles. • Nature of Contact with Students.	• Uncertainty. • Perception of Role. • Nature of Contact with Students.

Finally, we have demonstrated how both organisations are responding to the environmental pressures by undergoing changes. On the one hand, Strathclyde changed leadership five years ago and the remnant of the old culture still lingers on. Managerial efforts are spent co-ordinating operations by unifying guidelines and documenting them. Similarly, St Andrews underwent a change program through attaining the Investors in People standard. The emphasis was put on staff development and unifying activities to enhance staff mobility. These are all efforts to cope and survive within the recent competitive market.

Table (8-2): Comparison of the two case studies regarding the customer

	The University of Strathclyde	The University of St Andrews
Perception of Students	• Young. • Emotional. • Privileged. • Social. • Customer. • Foreign.	• Young. • Vandals. • Intelligent. • Demanding. • Customer.
Students' Needs	• Privacy. • Self-catering. • Safety & Security. • Physical Surroundings. • Non-shared arrangement.	• Basic Needs. • Social Atmosphere. • Privacy. • Self-catering.
Service Tangibles Associated with Satisfaction.	• Appearance of hall. • Furnishing of room. • Maintenance of hall. • Recreational facilities. • Security of hall. • Size of room.	• Appearance of hall. • Furnishing of room. • Heating of room. • Maintenance of hall. • Laundry facilities[58]. • Lighting of room. • Security of hall. • Size of room.
Service Intangibles Associated with Satisfaction.	• Availability of support when needed. • Helpfulness of hall staff.	• Friendliness of catering staff. • Hygiene of catering staff. • Personal service. • Social atmosphere.

The examination of staff's views regarding students' needs have been beneficial in shedding light on the service provision. As shown in Table (8-2) above, the emphasis on providing the basics of the service (to a large degree, means well maintained and nicely furbished residences) is matched by the students' perceptions of good aspects of the service. The tangibles of the service overshadow the intangibles. Although we have observed that intangibles like providing support are important for the staff members, our only insight into their significance from the customers' point of view is that the intangibles were not a reason for dissatisfaction. The difference between the wardenial system at St Andrews and the 'extra' welfare responsibilities is evident with staff from Strathclyde emphasising the importance of supervision, welfare and support. This has also been shown to be associated with satisfaction, from the student questionnaires.

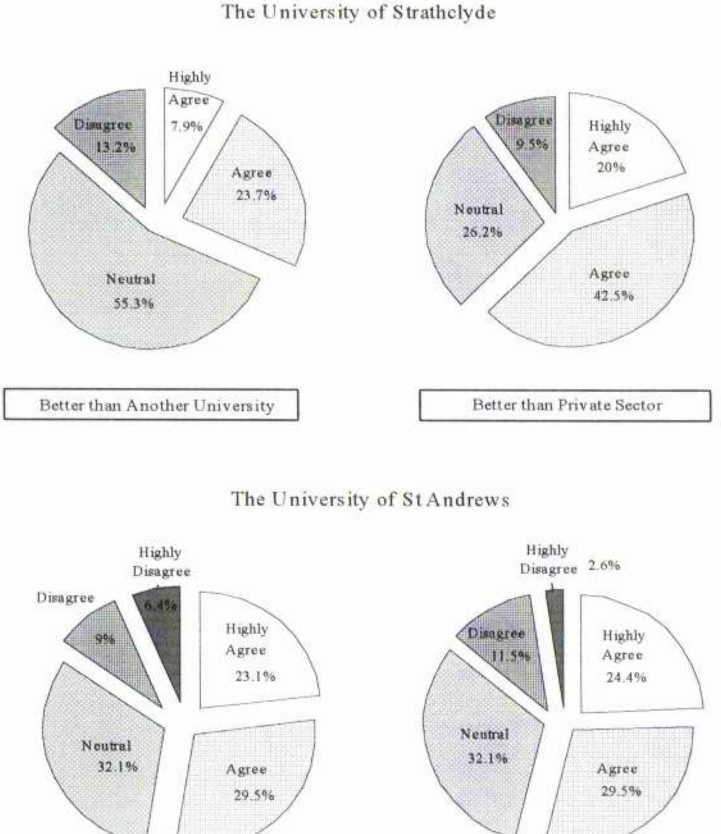
[58] We were told in one of the interviews that the issue of laundries has been subject to recent debate and thus would show up on the questionnaires. This was proven to be true as ratings of laundry facilities received a 'Very Poor' ranking.

An issue that was explored in the case studies was the students' perceptions of the image of the service. The importance of this element in the marketing literature warrants a more detailed discussion.

2.1. Image

There are two items that give us an indication of what the students think about the image of the service. The degree to which the service is better than living in the private sector (BETTEROFF) and the degree to which the service is better than equivalent service provided in another university (IMAGE). For IMAGE at the University of Strathclyde, both Mode and Median are equal to 3 which is 'Neutral' (Table C-8, Appendix C). Similarly, at the University of St Andrews the mode is equal to 3 and the median is equal to 2 (Table D-9, Appendix D). We can assume that the students at both Universities do not really know if this is a better service than in another university. However, students at Strathclyde seem to have a stronger idea regarding whether the accommodation they get is better than the private sector offering. Mode and median for BETTEROFF are equal to 2, that is 'Agree'. Students at St Andrews seem to be undecided with a mode equal to 3 and a median equal to 2. Figure (8-2) is a graphical presentation of the above ratings.
In support of the above reasoning, it seems that exposure to the service for a longer duration might lead to a change in opinion regarding the image of the service. For example, at the University of St Andrews, the duration of stay (STAY) is negatively correlated to BETTEROFF with $tau_b = -0.294$ significant at the 0.01 level. That is to say the students staying at the residences for more than one year tend to think that the university accommodation is better than the private sector offering. Students, then, may not have expectations regarding the 'relative' quality of the service.

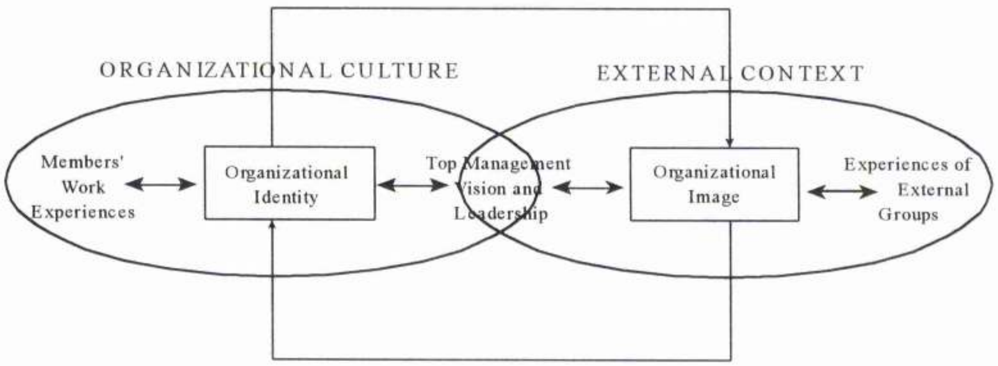
Figure (8-2): Image as Perceived by Students:



The concept of image provides for another interface between organisational culture and service quality. For example a framework proposed by Hatch & Schultz (1997), shown in Figure (8-3), examines the relations between organisational culture, identity and image. Here, top management is believed to influence the organisational identity on the internal side as well as influencing the organisational image in the external environment. Moreover, the organisational culture is shown to be affecting the organisational image.

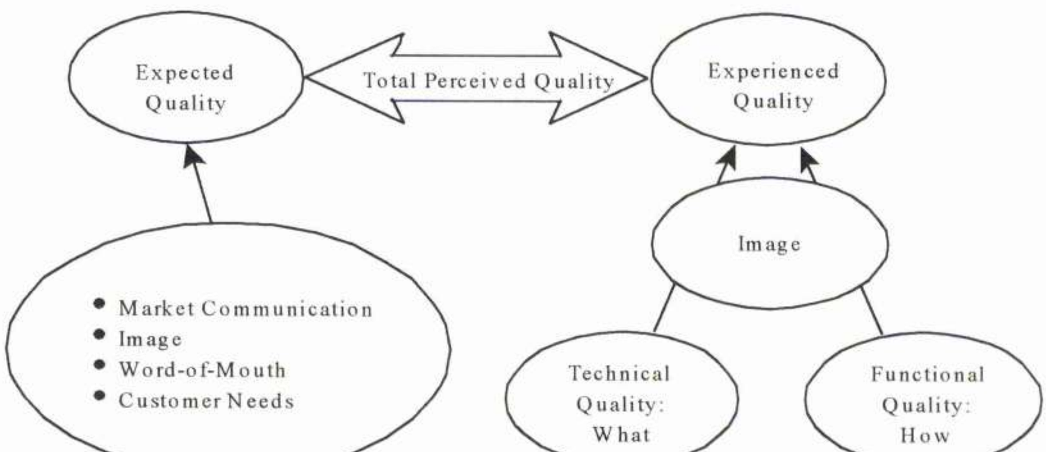
On the marketing side, image is hypothesised to influence quality in Grönroos (1990). The author's total perceived quality shown in Figure (8-4) shows image to influence both expected quality as well as experienced quality. Based on these two models we can extend our model shown in Figure (8-1) to include the concept of image. This is presented in Figure (8-5) where the image is shown to be influenced by management as well as the organisational culture. The feedback on the image will then be reflected on the individual level as well as management through feedback to the service quality component.

Figure (8-3): Hatch & Schultz (1997) Model of OC, Identity & Image



Source: Hatch & Schultz (1997), p. 361.

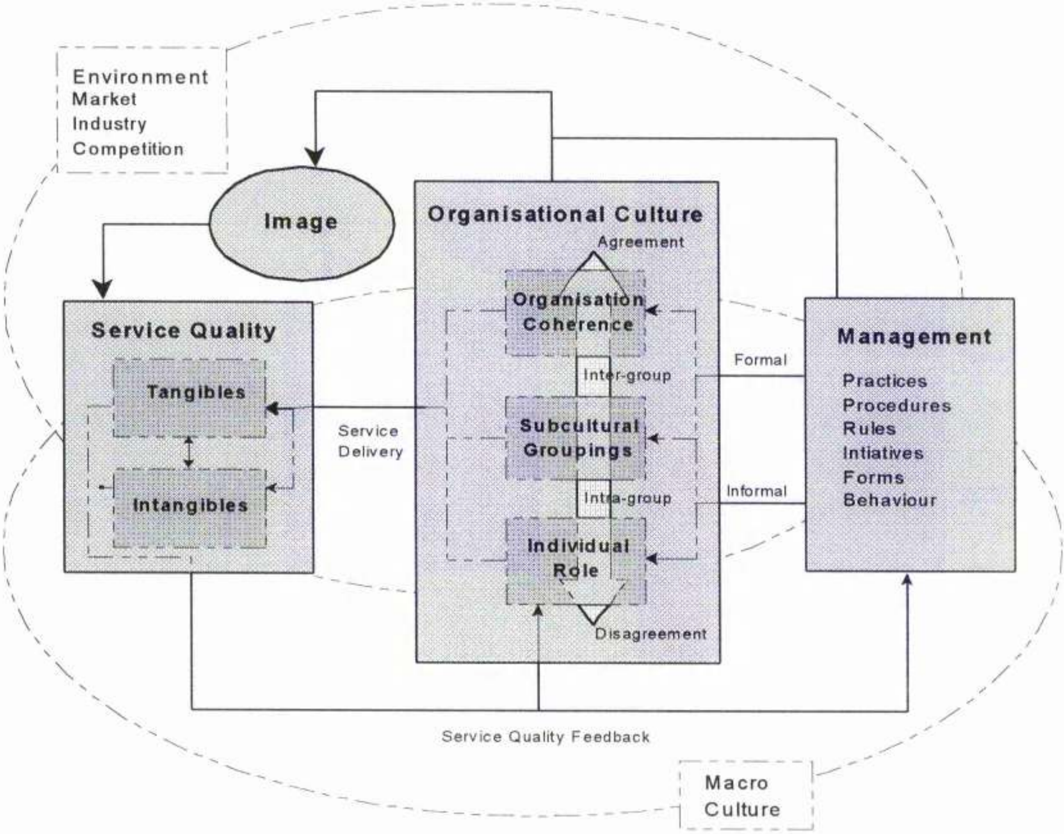
Figure (8-4): Grönroos (1990) Total Perceived Quality



Source: Grönroos (1990), p. 41.

Having explored the issue of image further, and through that demonstrated how our framework could be extended to accommodate other conceptual models, we turn to the service quality indicators and how the intangibles and intangibles of service interact.

Figure (8-5): Conceptual Model & Image



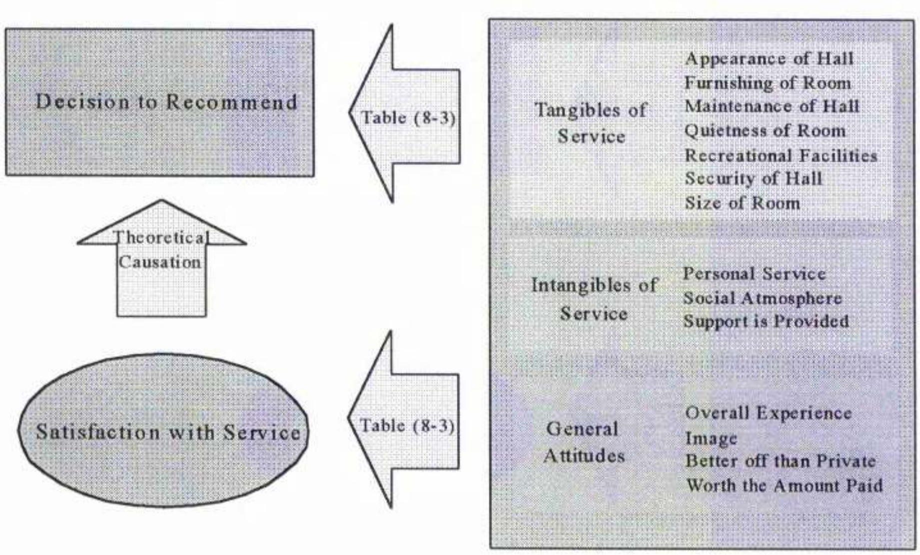
3. Service Quality Indicators

It could be argued that finding out how much an aspect of the service, be it tangible or intangible, contributes to the overall service experience may be daunting. Answering questions along the lines of how much does the tangible food product contribute to a restaurant meal experience, for instance, is quite difficult to contemplate (Johns, 1996). The partial intangibility of the service experience makes it hard to obtain tangible measures of the service. Similarly, to which extent does the physical characteristics of a room — furnishing, lighting, size, etc.— contribute to the student's satisfaction and ultimately the SQ? In our model, we have pointed out an interaction between the tangibles and intangible of the service. This has been demonstrated in the case studies, where we have noticed that some of the tangible and intangible aspects are associated. An aggregation of the service quality data has been undertaken and, following the analysis in chapters six and seven, Kendall tau$_b$ measure of association is presented in Table (8-3). In this section, an examination of the general indicators of quality, satisfaction, hall experience, worth and finally the decision to recommend will be presented. The associated variables with these general indicators should provide for a clearer picture regarding the more important elements of the service package.

3.1. Satisfaction and the Decision to Recommend

In the service quality literature satisfaction is antecedent to the decision to repurchase, loyalty and compliments (Meyer & Westerbarkey, 1996). We can extend that to the decision to recommend the service to a friend, which is one of the general indicators measured in this study. The results in Table (8-3) allow us to sketch an intuitive diagram of such relationships, presented in Figure (8-6). The right hand box includes the variables split into their respective categories that are associated with both SATISFY and RECOMMEND.

Figure (8-6) Variables Associated with Satisfaction &the Decision to Recommend



The results in Table (8-3) make sense as pertaining to satisfaction as we expect many of the variables to be associated with satisfaction, as well as a higher ranking on any of the variables should be antecedent to a higher ranking on the degree of satisfaction. One question, then, imposes itself, which of these elements are associated with the decision to recommend, regardless of satisfaction?

3.2. Relationships between Aspects of the Service and Quality Indicators

In fulfilling our goal of exploring the relationship between the various aspects of the service, we will utilise a basic statistical tool to try to eliminate the 'noise' of an intervening variable. Using the aggregate data, we will attempt to examine the various elements of the service and their association with the general indicators of quality.

3.2.1. The Correlation Matrix

Kendall tau_b correlation coefficients between the variables addressed in the previous section are exhibited in Table (8-3), with the shaded cells designating significant relationships. We notice that approximately 66% of the cells are deemed to be significant at the 0.01 level. Moreover, some of the associations are very hard to explain. For example, the association of helpfulness of hall staff (STAFFHELP) and furnishing of room (FURNISH) is reported to be 0.233 significant at the 0.01 level. The SATISFY item is highly correlated with all of the variables besides warm welcome (WELCOME) which leads us to suspect that the effect of satisfaction could add noise to the observed relationships. Therefore it may be useful to control for SATISFY and re-examine the associations. This is achieved through the calculation of the Partial Tau[59] correlation coefficients for Table (8-3).

---

[59] The formula for partial tau is: $\tau_{xy.z} = \dfrac{\tau_{xy} - \tau_{xz}\tau_{yz}}{\sqrt{1-\tau_{xz}^2}\sqrt{1-\tau_{yz}^2}}$, where z in this case is satisfaction (Siegal & Castellan, 1988).

Table (8-3): Correlation Matrix for Aggregate Sample

	Apphall	Betteroff	furnish	hallexp	image	maintain	personal	quiet	recommend
Apphall	1								
Betteroff	.170*	1							
Furnish	.415**	0.133	1						
Hallexp	.396**	.307**	.322**	1					
Image	.339**	.334**	.379**	.399**	1				
Maintain	.366**	0.072	.314**	.377**	.242**	1			
Personal	.257**	.324**	.190*	.290**	.308**	.302**	1		
Quiet	.304**	.246**	.155*	.231**	.216**	0.126	0.108	1	
Recommend	.348**	.329**	.291**	.480**	.398**	.298**	.341**	.318**	1
Recreat	.202*	0.128	0.143	.329**	.287**	.198*	.334**	0.001	.334**
Satisfy	.306**	.359**	.389**	.477**	.502**	.416**	.359**	.280**	.468**
Security	.345**	-0.012	.217**	.359**	.218**	.492**	0.101	.198*	.299**
Sizeroom	.406**	.188*	.312**	.275**	.287**	.181*	.169*	.272**	.319**
Social	.177*	0.152	0.149	.391**	.231**	0.088	.304**	0.036	.425**
Stafffrnd	0.152	.170*	.243**	.311**	.226**	.168*	.450**	.218**	0.163
Staffhelp	0.126	.215**	.233**	.355**	.311**	.208**	.374**	.190*	.209*
Support	.222**	.226**	.199*	.317**	.298**	0.123	.375**	0.134	.292**
Welcome	0.039	.171*	0.127	.311**	.194*	0.042	.303**	0.042	.296**
Worth	.370**	.249**	.300**	.354**	.371**	.296**	.261**	.429**	.426**

** Coefficient significant at the 0.01 Level (Kendall's Tau) * Coefficient significant at the 0.05 level (Kendall's Tau)

Table (8-3) continued: Correlation Matrix for Aggregate Sample (Continued)

	Recreat	Satisfy	Security	Sizeroom	Social	staffrnd	staffhelp	support	welcome	worth
Apphall										
Betteroff										
Furnish										
Hallexp										
Image										
Maintain										
Personal										
Quiet										
Recommend										
Recreat	1									
Satisfy	.274**	1								
Security	0.14	.350**	1							
Sizeroom	.305**	.306**	.258**	1						
Social	.299**	.277**	0.094	.235**	1					
Stafffrnd	.161*	.306**	.191*	.163*	.169*	1				
Staffhelp	.191*	.366**	.159*	.183*	.192*	.785**	1			
Support	.283**	.303**	0.092	.196*	.389**	.395**	.391**	1		
Welcome	0.143	.191*	0.057	0.085	.360**	.311**	.321**	.356**	1	
Worth	.308**	.479**	.291**	.373**	.194*	.224**	.280**	.214**	.196*	1

** Coefficient significant at the 0.01 Level (Kendall's Tau) * Coefficient significant at the 0.05 level (Kendall's Tau)

3.2.2. Controlling for Satisfaction

Table (8-4) is the tau partial correlation coefficient matrix which controls for the variable SATISFY[60]. We observe that the shaded cells are approximately 46% of the matrix and thus the expected deflation of the results has occurred. Going back to the example in the last section regarding STAFFHELP and FURNISH, we find that the association is equal to 0.106 and is non-significant.

Furthermore, weak associations apart, the moderate associations between recreational facilities and the three intangibles of social atmosphere, personalised service and support provision are worth further clarification. We can assume that the use of recreational facilities would occur in communal space and can enhance the social atmosphere and the better the social atmosphere the more attractive the recreational facilities tend to be. The interaction between the tangible and intangible aspects highlight the difficulty of assessing customer's perception of a certain service and how complex these perceptions can be. Here the effect of recreational facilities is fostering an intangible aspect of the service, be it the social atmosphere or the fact that the service is catering to the needs by offering this aspect of the product. This is evident in the association between personalised service and the provision of support on the one side and recreational facilities on the other. Indeed, this reasoning can be extended to the weaker associations observed, for example the better maintenance and appearance of hall are regarded, the more the service could appear to be personalised. Support provision and personalised service are associated with all the other intangibles as well as among each other.

---

60 Very few computer aided statistical packages compute partial tau. The author has opted for a hand calculation of the values utilising the equation in the note above and the values of tau$_b$ from SPSS.

Table (8-4) Partial Correlation Matrix for Aggregate Sample

	Apphall	Betteroff	Furnish	hallexp	image	maintain	personal	quiet	recommend
Apphall	1								
Betteroff	0.068	1							
Furnish	0.337**	.	1						
Hallexp	0.299**	0.166**	0.169**	1					
Image	0.225**	0.191**	0.231**	0.21**	1				
Maintain	0.276**	.	0.182**	0.223**	0.042	1			
Personal	0.166**	0.244**	0.059	0.145	0.158*	0.18**	1		
Quiet	0.239**	0.163*	0.052	0.115	0.091	.	.	1	
Recommend	0.243**	0.195**	0.134*	0.331**	0.213**	0.129*	0.21**	0.22**	1
Recreat	0.129*	.	.	0.235**	0.18**	0.096	0.263**	.	0.242**
Security	0.267**	.	0.094	0.233**	0.052	0.407**	.	0.111	0.163**
Sizeroom	0.345**	0.088	0.22**	0.154*	0.162*	0.062	0.067	0.204**	0.209**
Social	0.101	.	.	0.307**	0.111	.	0.228**	.	0.348**
Stafffrnd	.	0.068	0.141*	0.197**	0.088	0.047	0.383**	0.145*	.
Staffhelp	.	0.1	0.106	0.221**	0.158**	0.066	0.279**	0.098	0.046
Support	0.142*	0.132*	0.092	0.206**	0.177**	.	0.299**	.	0.178**
Welcome	.	0.112	.	0.255**	0.116	.	0.256**	.	0.238**
Worth	0.267**	0.094	0.141*	0.163**	0.172**	0.121	0.109	0.35**	0.26**

** Coefficient significant at the 0.01 Level (Kendall's Tau)

* Coefficient significant at the 0.05 level (Kendall's Tau)

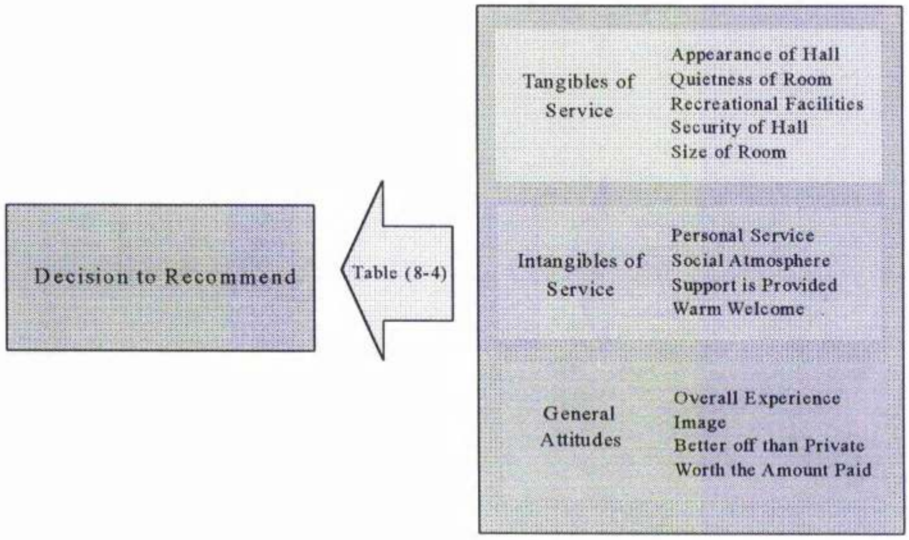
Table (8-4) continued: Partial Correlation Matrix for Aggregate Sample

	recreat	Security	Sizeroom	social	staffrnd	staffhelp	support	welcome	worth
Apphall									
Betteroff									
Furnish									
Hallexp									
Image									
Maintain									
Personal									
Quiet									
Recommend									
Recreat	1								
Security	.	1							
Sizeroom	0.242**	0.169**	1						
Social	0.241**	.	0.164**	1					
Stafffrnd	0.084	0.094	0.077	0.092	1				
Staffhelp	0.101	0.035	0.08	0.101	0.76**	1			
Support	0.218**	.	0.114	0.333**	0.333**	0.316**	1		
Welcome	.	.	.	0.326**	0.27**	0.275**	0.319**	1	
Worth	0.209**	0.15*	0.271**	0.073	0.093	0.128*	0.082	0.121*	1

** Coefficient significant at the 0.01 Level (Kendall's Tau)

* Coefficient significant at the 0.05 level (Kendall's Tau)

Figure (8-7) Variables Associated with Recommend (controlling for satisfaction)



The results in Table (8-4) pertaining to the decision to recommend are shown above in Figure (8-7). A comparison of this figure and Figure (8-6) demonstrates that when it comes to recommending the residence, the students' rankings were associated with tangibles as well as intangibles. There is no emphasis on either component in Figure (8-7), in contrast to Figure (8-6) where the tangibles weighted heavily.

Finally, there are the tangible and intangible aspects relating to the general indicators of WORTH, IMAGE, BETTEROFF and HALLEXP. If we take these in turn, we find that the perception of the worth of the service in comparison to the service provided is associated with four tangibles of appearance of hall, size of room, quietness of room and recreational facilities. The image of the university is related to the tangibles of; recreational facilities; appearance of hall, furnishing of room as well as associated with the intangibles of helpfulness of staff and provision of support. The ranking of the university accommodation as better than private accommodation is related to one intangible aspect which is personalised service. The last indicator, overall living experience is associated with most of the aspects; ten aspects of the service divided equally among tangibles and intangibles. The living experience and perceptions of being 'better off' as a resident in a university accommodation (as opposed to private accommodation or another university service) are related to both the intangibles and tangibles of the service, whilst the perception of the worth of the service is only related to tangibles of the service. Appearance of the hall seems to be the most important aspect as it is related to three of the four measures. On the other hand, going back to Figure (8-6) shows that the aforementioned four general indicators are antecedent to satisfaction and the decision to recommend. This means that the emphasis on tangibles and intangibles of the service need to be balanced for the effective management of the student's perceptions.

4. Conclusion

Throughout this chapter, we have attempted to emphasise the most significant results of this study. The aggregation of data allowed us to find out associations that give us indications of what Service quality entails in a university accommodation setting. For example, Gender differences exhibited in the research by Joseph & Joseph (1997) have been partially confirmed by this study. In their research, female respondents considered physical aspects, location and word of mouth more important their male counterparts. Based on the aggregate sample, we have found a significant association between gender and furnishing of room. (P = - 0.242 at the 0.001 level). The negative association means that females (first choice) tend to rate the furnishing of the room lower than their male counter-parts. This is logical as we can assume that respondents will be more critical of the aspects that they feel more strongly about. However, more important are the tangible and intangibles of the service. Firstly, we have found an interaction between both dimensions, which sheds light on the complexity of measuring service quality, especially for studies attempting to construct dimensions for further measurement. Secondly, the tangibles of the service are shown to be important with an association with perceptions of the value of the service provided. Nonetheless, when it comes to satisfaction, the living experience, and the decision to recommend, the intangibles as in support and personal service were important. This leads us to conclude that although in this type of service, the tangible side of the product is quite important, the intangibles influence the quality of the service. The next chapter will explore this issue and its repercussions from a managerial perspective.

Part IV: Managerial Implications & Conclusion

In this final part of the study, we delve into the implications of this research. The managerial implications are presented in chapter nine. We argue that the maintenance and improvement of the service quality could be achieved through relationship building efforts. This is done through recognising that the customer in this type of service is very much a part of it. Moreover, the long-term nature of the interaction between the students and the service might facilitate a degree of trust and co-operation. This is important for word-of-mouth recommendation as well as boosting the service quality. The theoretical implications are presented in the concluding chapter, where we discuss the existing theory and the limitations of our study in addition to suggestions for further research.

Chapter 9: Managerial Implications

1. Introduction

In the field of management, regardless of the type of research, and how significant any study's results are, the work would be incomplete without a set of practical suggestions. The academic pursuit of expanding existing knowledge ought to be complemented by a concern for the industry(s) / sector(s) being examined.

In the following discussion, we will argue that student accommodation could be related to the wider hospitality industry, and thus knowledge acquired in the latter field could be, with a degree of conservatism, extended to offer advice. Upon the observations made in the case studies and the cross case analysis, a discussion of the service concept and customer management will be undertaken.

1.1. Student accommodation and catering as hospitality service

If we were to think of the fundamental service provided for the students as 'accommodation & meals,' then it would be fair to assume that it is a hospitality service. For instance, based on Campbell-Smith (1967) classification of service sought after by customers, of hedonistic or pleasure seeking and utilitarian or normal requirement, Nailon (1981) extends the analysis to describe accommodation and meals. Hedonistic standards would incorporate a large amount of staff servicing the table, a wide variety of dishes offered and a relaxing atmosphere to make sure that consumption of the food is the only activity the customer engages in. Similarly, accommodation would be serviced at such a pampering level the customer would be receiving all services needed for a comfortable stay, as in laundry pick up and preparation of night clothing, preparing a bath or instant provision of food or drink. It would be on the extravagant end of the spectrum of services that could be provided. On the other hand, university accommodation would be characterised more on the utilitarian side. In this respect these two dimensions would differentiate a hall at a university and an upmarket hotel chain, for example the Sheraton Hotel chain. Moreover, Nailon (1981) tells us that the human contact associated with hedonistic to utilitarian will be on a spectrum of routine to personalised. Human contact can not be divided from information, which the staff should know, and with less human contact there is a need for more information to be conveyed to the customer through other means; examples would include brochures or signs. This is consistent with what we have observed in the case studies were there is a drive to publish service commitments and provide awareness of what the service is actually about. A third dimension in hospitality would be availability. The fact that a member of staff is available outside the 'normal' working hours could be a good indicator of the service. Here, we can argue that the availability of somebody, a warden for instance, is more of a necessity than a good indicator of service, which is due to the nature of the customer (the nature of the student as a customer has been covered in the case studies). Students need supervision, and this has to be done with the least of obtrusive methods, otherwise it would be a reason for dissatisfaction.

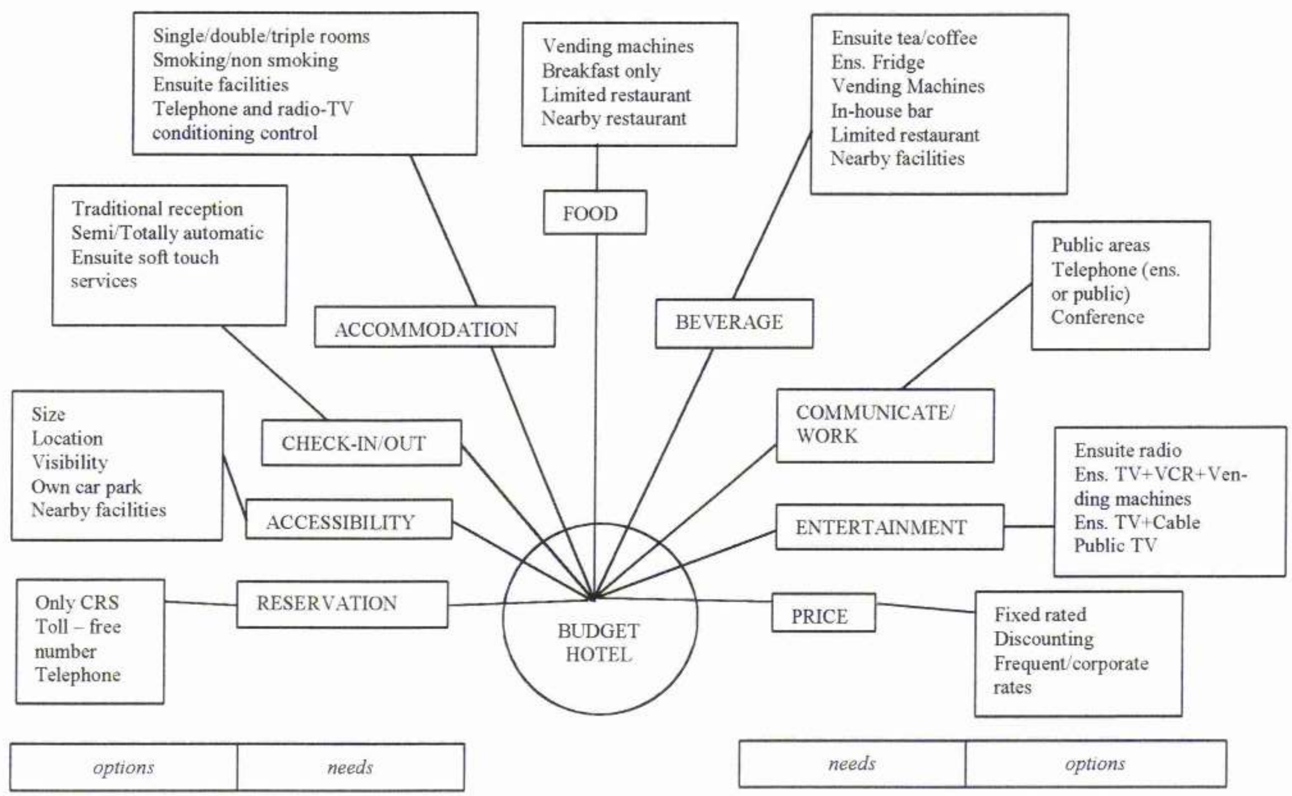
The placement of student accommodation at the lower end of the market with a utilitarian purpose makes it similar to budget hotels. Halls of residence are in practice run as budget hotels during the summer / vacation time and thus the facilities and functions are evermore converging. This is supported by Figure (9-1), which is a graphical display of the customers' needs, and options for the provision of these needs in budget hotels, as conceptualised by Fiorentino (1995). Universities are providing for all of the needs identified by the author, and when it comes to the options, we find that the University also provide on the higher scale with TV and satellite (New Hall in St Andrews, for example), or en-suite bathrooms (James Goold in Strathclyde, for example). Summertime aside, the Universities differ is in two respects. Firstly, the terms of let are different, as most often rooms are rented out on a more than 30 weeks basis, which could be very different to budget hotels. This entails a different organisation of the operations.

Secondly, the homogenous nature of the customer as student[61], which means that theoretically, it can be easier to cater to a target market with known attributes.

Thinking of student accommodation as a part of the wider hospitality service allows us to compare research across sectors. For example, research undertaken by Callan (1998) into the Hotel sector regarding customers' perceptions of the service indicated that of importance are the tangible facilities, both in the hotel and in the bedrooms. This is similar to what we have uncovered in this study, regarding the tangibles of the hall and bedrooms especially with the appearance of hall questionnaire item. Furthermore, Johns & Lee-Ross (1997) have emphasised the fact that customers' experiences with hotel services should exhibit a degree of importance to tangible aspects since the nature of the service contains a high proportion of easily to differentiate tangible aspects. This is also consistent with our research, however the degree of importance of the intangible aspects ought not to be underplayed. The general indicators of quality (recommend the residence for example) are associated with intangibles of support and personal service leading us to assume that an improvement of these aspects together with hall staff behaviour (friendliness and helpfulness) could lead to an improvement in the quality of the service.

[61] We would like to highlight our caution in using the term homogenous, because (and as portrayed in the case studies) apart from the fact that all the customers are students, they would possibly exhibit differences within that group.

Figure (9-1): Fiornetino (1995) Budget Hotels



Source: Fiorentino (1995), p. 457.

1.2. Challenges facing the University Accommodation Sector

University residential services are facing several challenges that are common across the hospitality industry in general. For example, Johns (1996) delineates the following pressures: increased competition, a pressure for increased productivity, increased importance in the role of technology, demographic change and increased environmental 'green' concerns. The first three factors are directly related to our case. The increased competition evident by falling numbers of students in accommodation is important as far as it prompts for improvement to the service being provided. Consequently, halls of residence need to be more productive (to be sustainable), efficient (to be profitable) and attractive (to be marketable). In addition to increasing productivity, bettering the service is part of the accountability in Higher Education in general (Blakey, 1994), where the service provided needed to meet evermore stringent requirements, as evident by the increased regulation into areas like health, hygiene and safety. Finally, the increased role of technology demands more capital investment, training and support.

There is also the issue of uncertainty regarding the future of the service as a whole. For instance, Carvel (1999), in an article for The Guardian, states about 1.5 billion pounds are going to be freed up over the next 15 years due to the abolishment of the maintenance grant. These resources will be redeployed into Higher Education institutions to support the planned expansion. The Labour government's strategy is to support expansion of student numbers. So far so good, but the catch is that a bigger proportion of entrants are going to be part-timers. For example, resources for 2001/2 are meant to support 40,000 extra spaces for full-timers and 60,000 new places for part-timers. Part-time students may not need the student accommodation services.

Therefore, for this new competitive environment, defining the service concept and understanding the customer are of primary concern.

2. The Customer

To talk about the customer from a service quality provision point of view, entails starting with the willingness to understand the customers' needs. (Gale, 1994). As will be discussed below the service concept should be designed to answer such needs. When looking at the student as a customer, there is a degree of uncertainty regarding what the students really need, as advanced in the case studies. Hill (1995) offers one explanation. Students undergo a transition whilst being customers of the service. As the student goes through the maturing process, his or her perceptions may change depending on what they come to think of as acceptable or quality service and, thus, the perception might not be due to any changes in the service. While that is more important if we are looking at the quality of the higher educational experience in general (which was the subject of the aforementioned research), it nevertheless has some bearing on student accommodation services in particular. For example, in the case of St Andrews, we find students staying in one residence several years in a row. The students may not have well formulated expectations and we can assume that their needs may not be well defined either. Furthermore, Saren & Tzokas (1998) when addressing the 'expected product' contend that it is often the case that marketers create the expected product through designing and presenting the product in the first place, this is especially true when the customer does not have prior experience with the service. In light of that we can assume that the student in the first instance will build expectations of the service based upon the first experience they would have with the service. That is it is in the capacity of the service provider to define and shape the expectations of the student. A progressive definition of expectations, according to Saren & Tzokas, should regard them as dynamic rather than the traditional static conception. Figure (9-2) explains.

The importance of the customers' experience leads Rowley (1997) to offer four Es that should be equated with the four Ps of marketing, these are: experience (product), exchange (price), environment (place) and expectations (promotion). The service experience is the product being provided, and it is an experience rather than just a product. The exchange includes monetary and non-monetary student contributions to the service. Environment includes the communication of experience as well as the physical aspects. Expectations are greatly effected by the promotion, which could be also extended to accommodate the view represented in the diagram below.

Figure (9-2) Expectations & Experience

However, moving away from the traditional approach to marketing (the marketing mix and 4Ps), there is benefit from adopting the new marketing paradigm, which is concerned with 'Relationship Marketing'.

2.1. Relationship Marketing Management

Each point of contact with the customer is a part of the relationship building effort. Service encounters are an important ingredient in services marketing (see for example Heskett et al., 1997), the dilemma for the student accommodation manager is that there are constant service encounters when it comes to each and every student. Almost every student undergoes numerous encounters with the service provider and each and every one is a mini test for providing a satisfactory experience. However, the uniqueness of this type of service extends to other aspects. The student has got the time to make friendships with the reception staff, dining hall attendants, the cleaner and the porter. In this respect there is a potential for a relationship to mature throughout the student's stay. As Normann (1991) states we can view customers as active partners. The customers are given the tools and knowledge to be able to co-operate with the service provider; the simplest example would be a self-service cafeteria.

The students, then, are viewed as a resource or an input to the service as much as employees or physical resources are. This is the premise from which Grönroos (1996) differentiated between the traditional transactional marketing approach and the relationship marketing approach. The latter is a resource-oriented approach to marketing, whereby the relationship comes to the fore and the emphasis is shifted from transactions to building loyalty. The suitability of this approach to university residential services is two fold. Firstly, the management of service encounters is facilitated when the aim is not to just manage the singular encounter but enhance the overall experience, which is suitable for a high contact type of service. Secondly, managing the Ps does not inform us about how to reduce vandalism and rude behaviour from students, which has been demonstrated to effect the moral of the staff. An alternative approach, to build relationships and thus trust and loyalty may be more beneficial.

2.1.1. Customer versus consumer

This research has examined the student as the customer of the service, in terms of being the end user. However, there is the need to emphasise the fact that this customer group is predominantly an end user of the service but is not necessarily the purchaser of it. In the field of consumer behaviour, distinctions have been made regarding the roles involved in a purchase decision. For example, a user of a service could be the information gatherer, the influencer, the decision maker, the purchaser or the consumer (Assael, 1984). The user could also perform a combination or all of the above roles. A student could be an information gatherer thus evaluating several university residences before purchase. Exerting influence could also be performed when parents are paying for the service. The decision maker is the person possessing the financial means, for example parents. The purchaser is the person acquiring the product, which in this case would be the student. Finally, the consumer undergoes the post purchase evaluation and that is most certainly the student. The above is important when discussing price as an element of satisfaction. In this case, it is the perception of the worth of the service that is of importance to this study.

2.2. The Service Concept

Our empirical evidence suggests that tangibles of the service are contributors to satisfaction and that the intangibles play a lesser role. Previous research gives us an explanation to such results. Johns & Lee-Ross (1997) talk about satisfiers and dissatisfiers. In their research concerning hospitality services, they have set out to prove, inline with current thinking, that tangibles tend to be dissatisfiers whilst intangibles tend to be satisfiers. The results are not conclusive but the analysis indicates that such a relationship may exist. Specifically, the authors found that the most important differentiators of service were staff/hosts, location, service/welcome and atmosphere. Bedrooms and the interior environment were among the most important negative aspects. This is to be expected if we think of the physical aspects as constituting the core product. On the other hand, improvements in satisfaction and differentiation can only be achieved through the peripheral product.

We can conclude, then, that the physical and tangible aspect of the service is quite important (the core product). On the other hand, there is a great deal to be achieved through tuning up and improving the intangibles (the peripheral product). The service package is reliant on the physical offering. The hall and the rooms are the most important aspects. As more facilities are introduced, more avenues for satisfaction open. The intangible aspect, with helpfulness, support and personalisation are important and should be pursued.

The offering in terms of tangibles and intangibles constitute the service concept. According to Edvardsson & Gustavsson (1991) the service offered is the correlation between the service concept and the customer needs to be satisfied. Here the core service (providing a bedroom) should answer the customer's primary need (a place to stay). Similarly the peripheral service (data sockets) should fulfil the customers' secondary need (being connected to the university network in bedrooms). This is consistent with Fiorentino's (1995) statement:

> "A clean comfortable room is the core service element of the budget product, while the number of facilities available represents the peripheral services."

However, in keeping up with the customers' changing needs, secondary needs may begin to gain importance and may become part of the core product. It has been demonstrated in the case studies that shared basis is not that popular and the core product may need to be redefined to include elements like en-suite bathrooms.

3. The People

Human resource policies are important for any service organisation. This is due to the centrality of people in a service organisation. For example, Edvardson (1993) contends that customers' perception of service quality can be largely dependent on the evaluation of individual employees. Among the human resource subsystem, Schneider & Chung (1993) refer to six elements: socialisation, selection, training, reward systems, performance appraisals and decision making. We have demonstrated how training & development featured heavily in the organisation of St Andrews. Training and development is a crucial aspect of preparing the people to provide a satisfactory service. This is training over and beyond the technical skills to perform the job. Training should also be targeted at changing attitudes, while making the recipient relaxed and interested (Atkinson, 1997). However, different people will require different training programs. Hall staff, and especially the resident hall manager, may need training in aspects of service, as well as training to develop skills to cope, for instance, with the job stress. This is very different from the training needed for receptionists and so on.

3.1. The Organisational Culture

One of the highlights of this research is its emphasis on the importance of the culture for service delivery. The organisational culture could foster as well as inhibit the provision of the service concept. This is especially true when considering Wood (1996) research. The author cites 21 intangible performance attributes that are known to be related to organisational culture, including the ability to change in response to changing customer needs and expectations.

Therefore, the examination of the culture is one way to identify the inhibitors and facilitators of improving service. Once this has been undertaken, it is the role of management to take appropriate action. For example, the cultural attitude that the student is a young person and should accept the current service, could severely hinder a service improvement program. Similarly, a concern for the well being and the provision of support and care could be a factor facilitating a quality initiative. In the case studies we have demonstrated examples of both situations. The first step is to know the culture and identify these factors. The process of identification is followed by action. This could be in the form of training and development, restructuring or a switch of human resource strategies. The important point is the examination of the effect of initiatives on the culture. The feedback from the culture regarding initiatives is central to a proper implementation.

One way of achieving this is to adopt the model advanced in this research. Through undertaking a periodic cultural assessment based on the framework, the manager could start to observe the culture and how changes in policy affect the culture. This when tied with service quality indicators could give a complete picture of the operations as well as an invaluable analytical tool. Another way is to consider the cultural analysis as a complementary method to an existing assessment tool.

3.1.1. The Balanced Scorecard

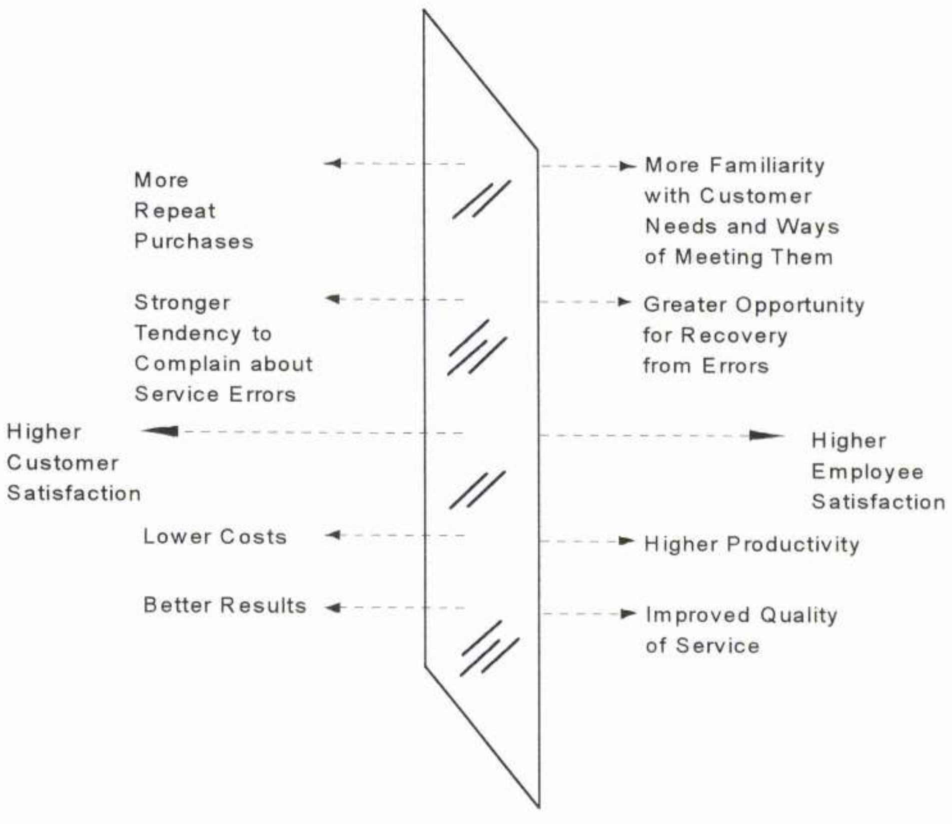
It was discussed in the case studies how the management of residential services tends to perform checks that span different functional areas. Managers need to be aware of their budgets, people and customers among other things. One tool that can be helpful is the balanced scorecard. Kaplan & Norton (1992) discuss the balanced scorecard and demonstrate its usefulness as a tool that allows the simultaneous monitoring of several crucial performance areas. There are four components to their measurement methodology: the customer perspective, the internal perspective, the innovation and learning perspective, and the financial perspective.

The Balanced Scorecard is not only a measurement methodology, but is also a tool for translating strategy into a set of goals, which allows the monitoring of performance on the above factors (Kaplan & Norton, 1993).

3.2. The Internal Market

A useful way to look at the organisation from a marketing-orientated approach is by viewing it as an internal market, as opposed to the external market that is the target of most marketing activities. The focus on internal marketing emanates from the belief that happy and satisfied employees will lead to the delivery of a better service quality through improved employees' attitudes and behaviour towards the external customer (Pitt, et al., 1999).

<u>Figure (9-3) Heskette et al. (1997) The Satisfaction Mirror</u>



Source: Heskette et al. (1997), p.101.

Heskette et al. (1997) refer to this idea as the 'satisfaction mirror', demonstrated in Figure (9-3). The left hand side of the figure shows the benefits from an external market point of view whilst the right hand side displays the benefits for the internal market.

The practice of customer-orientation within the organisation will inevitably spill outside, as the culture absorbs and internalises the values associated with such practices. Benoy (1996) defines internal marketing as:

> "Internal marketing is the application of marketing, human resources management, and allied theories, techniques, and principles to motivate, mobilize, co-opt, and manage employees at all levels of the organization to continuously improve the way they serve external customers and each other. Effective internal marketing responds to employee needs as it advances the organizarion's mission and goals."(p.56)

The emphasis in internal marketing is on instilling customer service values in the organisation through displaying the same values when treating employees. In this sense, the organisation is being 'sold' to the employees (Boshoff & Tait, 1996). The whole organisation rather than just the contact employees are reached through an internal marketing approach. Managing attitudes and communications is a top management responsibility when addressing the internal market. (Normann, 1991)

3.3. Information Technology

With the IT revolution, computers are proving more and more to be essential for increased productivity. Clutterbuck et al. (1993) state that information systems that are beneficial to services are the ones that act as: a link to front-line; facilitating front-line delivery, an aid to planning and control of quality, materials, capacity, and the productivity of resource; improving customer information as well as expertise and confidence. St Andrews, for example, has been implementing IT improvements through using computers to control stocks which is using IT as an aid to the planning and control of materials.

The case studies have shown that there is a move to wire up rooms in residences to allow students to be connected to the university computer network. This could be a good potential outlet for improving customer information in addition to acquiring customer feedback as well as complaints. Although Aldridge & Rowley (1998) have stated that online questionnaires suffer from a lower response rate, the study was implemented in one specific site, and the situation may be different in other universities. Furthermore, we can expect in the near future for most students to be reliant on computers. The opportunity to utilise the internet / intranet as a medium of communications is, potentially, great.

4. Conclusion

The advice advanced above has been partial in its treatment of the subject. There are many elements that contribute to a quality service. From strategic objectives to quality control, the aim of improving quality is a long process demanding commitment and dedication. The goal was to home in on the crucial issues uncovered through the empirical research undertaken in the hope of informing the reader that is truly interested in improving student accommodation services.

Thinking of the service as a part of 'Hospitality Industry' rather than the traditional 'Residential Establishment' (label used in Allen, 1983) allows us to utilise the latest thinking in marketing management. In this respect, the monitoring of both the organisation and the external customer is a way to understand cause and effect. It is sometimes not feasible to undertake such an extensive research. However, a compromise may be beneficial where systems can be set up to inform today's residential services manager of the cultural state of the organisation. This could be in the form of cultural questionnaires. In this instance, although the cultural attributes may not be uncovered fully, the periodical use of such a method is certainly helpful. In concluding this thesis, we will expose some of the limitations of this research as well as point out areas of further research.

Conclusion

Throughout this study, we have attempted to construct a framework by which the workings of organisational culture and its influence on service quality could be demonstrated. The exploratory nature of the investigation has allowed us to examine the data from different viewpoints, and at the end, be able to construct solid and coherent case studies of two service settings. Furthermore, the cross case analysis has permitted us to observe relationships and confirm the soundness of our theoretical framework. Through the case studies, it has been shown how the Scottish student residential function reacts and responds to the customer and his/her needs. Furthermore, the emphasis on the physical aspect of the offering (and rightly so) is not the only means for achieving better service. The intangible aspects are possibly equally beneficial.

The existing theory lacks a construct by which to examine organisational culture as well as service quality. Based on the literature, we have come up with one way to conceptualise this construct. The case studies have helped in reaffirming the conceptualisation. It is our final intention to discuss the limitations and contributions of this research and point out further avenues of investigation.

Limitations of Current Study

Although we feel that our investigation has strongly argued the utility of our working framework, there is space for improvement. Firstly, this study suffered from limited resources, be it human or financial. It is an inherently time consuming task to study a culture within any organisation, and to do that in two settings means that a compromise had to be made. So less time was spent than the author would have hoped to, to examine each setting. This was the choice made instead of limiting this study to a single case study. It was thought that since the aim is to explore the relationship between culture and quality using the proposed model, it was better to retest the analysis in a second setting. However having said that, the choice of settings has produced a comparative portrayal of two service organisations that are complementary, due to the range of services offered and their location.

Secondly, collecting organisational culture data through a quantitative method would have produced further evidence for classifying the organisations. An instrument (Organisational Culture Profile for example) would have paved the way for a possible factor analysis of the results and possibly producing cultural dimensions particular to this industry. Furthermore, the analysis of data across the different units of analysis would fit in with our framework.

Finally and stemming from the above points, the degree of generalisation should be conservative. An examination of further settings in Scotland and possibly the rest of the UK can lead to a better understanding of the issues at hand. In this respect it is advised to focus on the strength of this study, being exploratory in nature and thus the most benefit from it should be to pave the way for further research.

Theoretical Contributions

It was our aim to advance the services marketing theory through utilising contemporary organisation culture theory. This gap in the literature has been addressed in a recent theoretical paper. Harris & Ogbonna (1999) aim to provide a critical evaluation of the market oriented culture as handled in the mainstream marketing research. The authors state five main criticisms towards the current theory. In describing those, we will attempt to demonstrate how this research has overcome the criticised areas.

Firstly, cultural pluralism. The marketing literature has often espoused the idea that cultural unity is possibly and preferable. Evidence from Harris & Ogbonna (1998) demonstrate that hierarchical position is associated with the cultural perspective. That is, the three perspective approach in chapter 2 is related to the hierarchical position. (Integration at top management, middle management as the differentiation perspective and shop floor as the fragmentation perspective). This study has utilised this multifaceted conceptualisation of culture, but has gone a step further by relating the levels of analysis with the different perspectives. This stems from the realisation that groupings (differentiation) could exist in any hierarchical position. It is in effect the degree of agreement or disagreement that defines the different perspectives.

Secondly, cultural dominance. The authors point out the prevalent managerial bias in the marketing literature. They argue the hazards involved with assuming that a marketing oriented subculture could dominate the organisation, which is reliant on the idea that subcultures are weak. We have explicitly included a management component in our model and thus our conceptualisation will allow for the evaluation of such an influence rather than assume whether marketing oriented values are prevalent.

Thirdly, marketing orientation as a family of concepts. The emphasis in marketing research is limited to specific behaviours driven by cultural values. The use of quantitative methods is usually conducive to the adoption of such a perspective. We have argued that the use of quantitative methods will only be enhanced when combined with qualitative methods to attempt to understand the variety in cultures. The case study design is useful in such a combination.

Fourthly, the assumption that cultures could be managed. Cultures are seen as an organisational variable to be managed and manipulated. This is the emphasis on the revolutionary view of cultural change as opposed to the evolutionary view. The authors point out that cultures change through evolving and may not be only subject to change through a change of leadership or crisis. We have included the evolutionary view in our analysis. We have proposed viewing cultures as producing a service and it is through feedback that cultures may learn and change.

Finally, cultural entrenchment. The concept refers to the extent by which a culture of an organisation is firmly established. This has manifested itself in the form of studies examining 'cultural strength' and relating that to higher performance. In this research we have argued against that, contending that services will be produced by different cultures and that the uniqueness of cultures prohibit us from making such links.

To attempt to group all the criticisms above to extract one primary cause for these observed shortcomings in marketing research, it would have to be the narrow utilisation of the organisational culture concept. It is only through capitalising on the knowledge gained in the organisational culture theory that we can enhance our understanding of issues in marketing that are reliant on the human factor, as in service quality.

Suggestions for further research

To confirm some of the ideas put forward in this thesis, a call for further research into the following issues is in order. Firstly, an investigation into students' expectations of the service. It is our conviction that students, in general, do not have prior experience with the service. The frame of reference could be anything from a boarding school to wider experience with any hospitality establishment, i.e. hotels or B&Bs. A study along the lines of Hill (1995), a longitudinal study of students' expectations, specifically dealing with the student accommodation sector would be welcome.

Secondly, and closely related, a survey of student needs and requirements regarding student accommodation services. A good basis to start from in pursing such a question is the contribution of the tangible versus the intangible service aspects towards a quality living experience.

Thirdly, a replication of this type of research, combining qualitative and quantitative data from different sources, in different settings as corresponding to the limitations of this study outlined above.

Finally, there is the issue of the strategic implications, in light of the recent government educational policies as pertaining to the future of the student residential services.

Appendix A: The Student Questionnaire

The following eight pages were printed in a booklet form. The internal mail address was different depending on the case.

Dear Colleague,

All of us have had experiences with university provided accommodation. This is my attempt to try and investigate the nature of life in a university owned accommodation.

I am a Doctoral Candidate at the Department of Management, the University of St Andrews. I am conducting this survey as a part of my study of the nature of the service at University residences.

Your opinion is absolutely crucial, so please take some minutes to answer the following sections. All the information that you will contribute will be ***strictly confidential***. Collated responses will be passed on to Student Accommadation Services which could be helpful for future improvements of the service.

Yours faithfully

Sherief Hammady

Your Residence?

[1] Where do you live? **(Please Print)**

Name of Residence:..

Please Turn the Page
for the Rest of the Questions

[2] How do you rate your residence in terms of:

	Excellent	Good	Fair	Poor	Very Poor
Appearance	☐	☐	☐	☐	☐
Security	☐	☐	☐	☐	☐
Overall Maintenance	☐	☐	☐	☐	☐
Mail Procedure	☐	☐	☐	☐	☐
Housekeeping Performance	☐	☐	☐	☐	☐
Availability of Telephones	☐	☐	☐	☐	☐
Recreational Activities	☐	☐	☐	☐	☐
Fire Precautions	☐	☐	☐	☐	☐
Laundry Facilities	☐	☐	☐	☐	☐
Helpfulness of Staff	☐	☐	☐	☐	☐
Friendliness of Staff	☐	☐	☐	☐	☐
Parking Facilities	☐	☐	☐	☐	☐
Storage Space	☐	☐	☐	☐	☐
Overall Living Experience	☐	☐	☐	☐	☐

[3] How long have you been at your residence?

☐ Less than one year

☐ More than one year

Your Friends?

[4] Are you sharing?

☐ Yes

☐ No → Please go to [6]

If you share, please answer the following questions [5], otherwise please turn the page to the next section [6].

[5] What do you think about the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
'I get along with the person(s) I share with'	☐	☐	☐	☐	☐
'I have similar interests as the person(s) I share with'	☐	☐	☐	☐	☐
'I always have problems with the person(s) I share with'	☐	☐	☐	☐	☐

Please Turn the Page
for the Rest of the Questions

Your Living Premises?

[6] How do you rate your room in terms of:

	Excellent	Good	Fair	Poor	Very Poor
Furnishing	☐	☐	☐	☐	☐
Lighting	☐	☐	☐	☐	☐
Heating	☐	☐	☐	☐	☐
Quietness	☐	☐	☐	☐	☐
Size	☐	☐	☐	☐	☐

[7] Do you have an En-suite bathroom?

☐ Yes

☐ No → **Please go to [9]**

If NO, please answer the following question [8], otherwise please go to the next section [9].

[8] How do you rate your bathroom in terms of:

	Excellent	Good	Fair	Poor	Very Poor
The number of person(s) sharing it	☐	☐	☐	☐	☐
Cleanliness	☐	☐	☐	☐	☐

Your Food?

[9] Are you catered for?

☐ Yes

☐ No → Please go to question [12]

If you receive meals at your residence please answer the following two questions [10] & [11], otherwise please answer question [12] on the next page.

[10] How do you rate the meals you receive in terms of:

	Excellent	Good	Fair	Poor	Very Poor
Quality of the food	☐	☐	☐	☐	☐
The choice of dishes offered	☐	☐	☐	☐	☐

[11] How do you rate the people who serve you food in terms of:

	Excellent	Good	Fair	Poor	Very Poor
Friendliness	☐	☐	☐	☐	☐
Hygiene	☐	☐	☐	☐	☐

Please Turn the Page
for the Rest of the Questions

If you receive meals at your residence, please skip to the next section; question [13].

[12] How do you rate your kitchen in terms of:

	Excellent	Good	Fair	Poor	Very Poor
Hardware	☐	☐	☐	☐	☐
The size in relation to the number of people sharing it with you.	☐	☐	☐	☐	☐

Your Impression?

[13] Please tell us what you think about the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
'I was welcomed warmly the I first arrived at my accommodation'	☐	☐	☐	☐	☐
'I am better off living at my residence than letting from the private sector'	☐	☐	☐	☐	☐
'The Service provided is personal'	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
'I find support when I need it'	☐	☐	☐	☐	☐
'The social atmosphere at residence is brilliant'	☐	☐	☐	☐	☐
'Accommodation service provided is better than what I would get at another university'	☐	☐	☐	☐	☐

Your Overall Opinion?

[14] Do you think staying at your residence is worth the amount you pay?

- ☐ Definitely Yes
- ☐ Almost
- ☐ Uncertain
- ☐ Hardly
- ☐ Definitely Not

[15] Would you recommend this residence to a friend?

- ☐ Yes
- ☐ Maybe
- ☐ No

Please Turn the Page
for the Rest of the Questions

[16] 'I am satisfied with the service I receive'

- ☐ Highly Agree
- ☐ Agree
- ☐ Uncertain
- ☐ Disagree
- ☐ Highly Disagree

Your Background?

[17] Your Age?

- ☐ Under 18 ☐ 18 - 20
- ☐ 21- 25 ☐ Over 25

[18] Your Gender?

- ☐ Male
- ☐ Female

[19] Your Marital Status?

- ☐ Single
- ☐ Married

[20] What Is Your Nationality? (**Please Print**)

☞ ....

[21] Are You?

- ☐ An Undergraduate
- ☐ A Postgraduate

[22] Do You Have Any Children of Your Own?

- ☐ Yes
- ☐ No

Thank you very much for taking the time to complete this survey. Please put in the enclosed envelope addressed to: Mr Stephen Brannigan, Area Manager, The Village Office, Weaver Street, John Anderson Campus (Internal Mail)

Exhibit (A-1): Sample Access Letter

The following was printed on the Department of Management stationary that includes letterhead.

SENDER'S
ADDRESS

RECEPIENT'S
ADDRESS

DATE

Dear XXXXX,

In the course of reading your student accommodation booklet, it is apparent that the University of Strathclyde offers a high quality residential and catering service package. It is because of this mutual interest in providing a hospitable student accommodation that I write to you today.

I am currently in my third year, reading towards a doctorate in management studies at the Department of Management, the University of St Andrews. The research aim is to explore the theoretical and empirical relationship between Service Quality and Organisational Culture, through focusing on Scottish Universities' Residential and Catering Services. Mr. XXXX at the University of St Andrews has pointed out that the differences between the two service packages — the University of Strathclyde is more self-catering oriented — is complementary and would be very beneficial for my research purposes. In this respect, I require 30 minutes of your valuable time for an interview regarding my research. In return for your help, I shall send you a summary of the results, tailored to your University

Thank you for your consideration. I look forward to hearing from you in the near future. I enclose a stamped self addressed envelope for your reply.

Yours sincerely,

Sherief H. Hammady
E-mail: XXXXX

Exhibit (A-2): Interviews with Students (University of Strathclyde)
Conducted in November 1997

Positive incidents:

Interviewee 1:

- Cleaner comes once a week, very good cleaner.
- Very efficient caretaker.
- Caretaker takes care of problems.
- Brilliant Atmosphere.
- Laundry Facilities are available.
- Ideal place in the village, a focal point.
- Welcome receptions are helpful with debriefings by the fire brigade and the police.
- Availability of Student Assistants.

Interviewee 2:

- Location
- The residences are safe.
- The actual service is pretty good.
- Social Aspect: One way to meet new people.
- Todd bar, restaurant, the quality of food is good. Prices are good compared to city.
- Apartments are always warm.
- Plenty of phones to use.

Interviewee 3:

- Accommodation is Cheap.
- You have a variety of choices.
- All the bills are paid for.
- Right in town.
- Close to ammunities.
- Not any decent TV reception.
- Under staffed, under paid, but very nice.
- Living premises are very good.
- Relatively decent lighting.

Interviewee 4:

- Helpful Staff- just come in.
- All bills are included.
- A lot of choices.
- I got to meet a lot of people.

- Village shop is near.
- Price is quite OK.

Interviewee 5:

- Cheapest
- Very International.
- Like a family.
- Perfectly Safe.
- Everything within easy reach.
- The campus is like a huge village.

Interviewee 6:

- Showed room, first welcome.
- Quite secure.
- The student assistants are available.
- The facilities are pretty good.
- They keep parcels for you.
- The boys are bottom floor.
- Beautiful Greenery.

Negative incidents:

Interviewee 1:

- Laundries are quite small and they are being used all the time.
- Cancelled parking facilities are annoying.
- No place to park bikes.
- One shower is being shared among six.
- One fridge, Kitchen is small.
- For international Students: storage space.

Interviewee 2:

- Phones in Apartments.
- Postbox on campus.
- Bank near village.
- No change in village office.
- Shop could be bigger.
- Parking.
- Living area should be bigger.

Interviewee 3:

- Cramped Rooms

- You can't know whom you're sharing with.
- Muslim students and praying.
- Washing Machines.

Interviewee 4:

- Price of Laundry has gone up.
- Carpet is a bit horrendous.
- Things are falling off.
- Small fridges, thin walls.

Interviewee 5:

- Washing on Campus.
- Broken and expensive machines.
- I feel like I am a number.
- Village office is responsible.
- Cleaner does not come in before inspection.
- One telephone for 24 people.

Interviewee 6:

- Halls are not redecorated, carpets are a bit of a mess.
- One fridge, very small.
- Furniture is scabby and old.
- An electric fault.

I think university residences are….

- Comfortable, secure.
- very important for people who are beginning at college, meet new people from different cultures and not being on your own.
- Good at their job
- Very convenient and is quite good.
- Very good for bonding, for being away from home, but restrictive.
- reasonable to excellent, better than other universities.

I think the service provided is….

- Efficient.
- Adequate, definitely, there's always room for improvement, very happy as it is now.
- Very nice, if a problem is not sorted out, its not in their interest.
- One of the top of the range, 24 hour service.
- Good, granted accommodation at first year, very helpful.
- Very good, providing for students' needs.

Table (A-1): Variables pertaining to the questionnaire

Variable*	Description	Scale	Type of Item
AGE	Age of respondent	4 point (age groups)	Category
APPHALL	Appearance of Hall	5 point (Excellent-Very Poor)	Tangible
BETTEROFF	University better than private sector.	5 point (Agree-disagree)	Image
CATERED	Respondent is catered for.	2 point (Yes-No)	Category
CHOICE	Choice of dishes.	5 point (Excellent-Very Poor)	Tangible
FIREPREC	Fire precautions.	5 point (Excellent-Very Poor)	Tangible
FOOD	Quality of food.	5 point (Excellent-Very Poor)	Tangible
FRIENDCATER	Friendliness of catering staff.	5 point (Excellent-Very Poor)	Intangible
FRIENDSTAFF	Friendliness of hall staff.	5 point (Excellent-Very Poor)	Intangible
FURNROOM	Furnishing of room.	5 point (Excellent-Very Poor)	Tangible
GENDER	Respondent's Gender.	2 point (Male-Female)	Category
GETALONG	Get along with flatmates.	5 point (Agree-disagree)	Intangible
HALLEXP	Overall living experience.	5 point (Excellent-Very Poor)	General Indicator
HARDWARE	Kitchen hardware.	5 point (Excellent-Very Poor)	Tangible
HELPSTAFF	Helpfulness of hall staff.	5 point (Excellent-Very Poor)	Intangible
HOUSEKEEP	Housekeepers' Performance.	5 point (Excellent-Very Poor)	Tangible
HYGENE	Catering staff hygiene level.	5 point (Excellent-Very Poor)	Tangible
IMAGE	Service better than other universities.	5 point (Agree-disagree)	Image
INTERESTS	Share similar interests with flatmates.	5 point (Agree-disagree)	Intangible
LAUNDRY	Laundry facilities.	5 point (Excellent-Very Poor)	Tangible
LIGHTROOM	Lighting of room.	5 point (Excellent-Very Poor)	Tangible
MAINHALL	Maintenance of hall.	5 point (Excellent-Very Poor)	Tangible
PARKING	Parking facilities.	5 point (Excellent-Very Poor)	Tangible
PERSONAL	Service is personal.	5 point (Agree-disagree)	Intangible
PROBLEMS	Encounter problems with flatmates.	5 point (Agree-disagree)	Intangible
QUIETROOM	Quietness of room.	5 point (Excellent-Very Poor)	Tangible
RECOMMEND	Recommend residence to a friend.	3 point (Yes-May be-No)	General Indicator
RECREAT	Recreational facilities.	5 point (Excellent-Very Poor)	Tangible
SATISFY	Satisfaction with service.	5 point (Agree-disagree)	General Indicator
SECURITY	Security of hall.	5 point (Excellent-Very Poor)	Tangible
SHARE	Shared or single accommodation.	2 point (Yes-No)	Category
SIZEROOM	Size of the room.	5 point (Excellent-Very Poor)	Tangible
SOCIAL	Social atmosphere.	5 point (Agree-disagree)	Intangible
STAY	Duration of stay in residence.	2 point (less than-more than)	Category
STORAGE	Storage space.	5 point (Excellent-Very Poor)	Tangible
STUDY	Level of study.	2 point (undergraduate-postgraduate)	Category
SUPPORT	Support is provided.	5 point (Agree-disagree)	Intangible
TELAVAIL	Availability of telephones.	5 point (Excellent-Very Poor)	Tangible
WELCOME	The welcome upon arrival.	5 point (Excellent-Very Poor)	Intangible
WORTH	Service worth the amount paid.	5 point (Certain-Uncertain)	General Indicator

* In alphabetical order.

Table (A-2): Variables and their Equivalent SERVQUAL Dimension

Variable	Description	SERVQUAL Dimension*	Other
APPHALL	Appearance of Hall	Tangible	
BETTEROFF	University better than private sector.	N/A	General Indicator
CHOICE	Choice of dishes.	Empathy	
FIREPREC	Fire precautions.	Tangible	
FOOD	Quality of food.	Tangible	
FRIENDCATER	Friendliness of catering staff.	Assurance	
FRIENDSTAFF	Friendliness of hall staff.	Assurance	
FURNROOM	Furnishing of room.	Tangible	
GETALONG	Get along with flatmates.	N/A	Interviews with students
HALLEXP	Overall living experience.	N/A	General Indicator
HARDWARE	Kitchen hardware.	Tangible	
HELPSTAFF	Helpfulness of hall staff.	Responsiveness	
HOUSEKEEP	Housekeepers' Performance.	Reliability	
HYGENE	Catering staff hygiene level.	Tangible	
IMAGE	Service better than other universities.	N/A	General Indicator
INTERESTS	Share similar interests with flatmates.	N/A	Interviews with students
LAUNDRY	Laundry facilities.	Tangible	
LIGHTROOM	Lighting of room.	Tangible	
MAINHALL	Maintenance of hall.	Reliability	
PARKING	Parking facilities.	Tangible	
PERSONAL	Service is personal.	Empathy	
PROBLEMS	Encounter problems with flatmates.	Responsiveness	
QUIETROOM	Quietness of room.	Tangible	
RECOMMEND	Recommend residence to a friend.	N/A	General Indicator
RECREAT	Recreational facilities.	Tangible	
SATISFY	Satisfaction with service.	N/A	General Indicator
SECURITY	Security of hall.	Assurance	
SIZEROOM	Size of the room.	Tangible	
SOCIAL	Social atmosphere.	N/A	Interviews with students
STORAGE	Storage space.	Tangible	
SUPPORT	Support is provided.	Responsiveness	
TELAVAIL	Availability of telephones.	Tangible	
WELCOME	The welcome upon arrival.	Empathy	
WORTH	Service worth the amount paid.	N/A	General Indicator

* Dimensions of SERVQUAL:

Tangibles: the physical facilities, equipment & appearance of personnel.

Reliability: the ability to perform the promised service dependably and accurately.

Responsiveness: willingness to help customers and provide prompt service.

Assurance: knowledge and courtesy of employees and their ability to inspire trust and confidence.

Empathy: caring, individualised attention that the firm provides its customers. (PZB, 1985)

Appendix (B): Questionnaire Pretest Descriptive Data

(November 1997)

Table (B-1): Residence Hall Tangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Appearance of Hall (22)	7	31.8	9	40.9	4	18.2	1	4.5	1	4.5	2	1	2	3
Availability of Telephones (22)	14	63.6	4	18.2	1	4.5	1	4.5	2	9.1	1	1	1	1
Overall Maintenance of Hall (22)	6	27.3	11	50	5	22.7	0	0.0	0	0.0	2	1	2.5	3
Mail Procedure (22)	5	22.7	9	40.9	5	22.7	2	9.1	1	4.5	2	2	2	2.25
Fire Precautions (22)	9	40.9	8	36.4	2	9.1	2	9.1	1	4.5	2	1	2	2.25
Laundry Facilities (22)	3	13.6	6	27.3	10	45.5	2	9.1	1	4.5	3	2	3	3
Parking Facilities (21)	17	81.0	2	9.5	2	9.5	0	0.0	0	0.0	1	1	1	1
Storage Space (19)	6	31.6	5	26.3	7	36.8	1	5.3	0	0.0	3	1	2	3

Table (B-2): Room Tangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Furnishing of Room (22)	13	59.1	7	31.8	2	9.1	0	0.0	0	0.0	1	1	1	2
Lighting of Room (22)	12	54.5	9	40.9	0	0.0	4	4.5	0	0.0	1	1	1	2
Heating of Room (22)	6	27.3	8	36.4	3	13.6	5	22.7	0	0.0	2	1	2	3.25
Quietness of Room (22)	2	9.1	10	45.5	7	31.8	3	13.6	0	0.0	2	2	2	3
Size of Room (22)	3	13.6	10	45.5	7	31.8	0	0.0	2	9.1	2	2	2	3

Table (B-3): Residence Hall Staff Performance

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Housekeeping Performance (22)	5	22.7	7	31.8	9	40.9	0	0.0	1	4.5	3	1.75	2	3
Helpfulness of Hall Staff (22)	0	0.0	11	50.0	10	45.5	1	4.5	0	0.0	2	2	2.5	3
Friendliness of Hall Staff (22)	0	0.0	10	45.5	8	36.4	4	18.2	0	0.0	2	2	3	3

Table (B-4): Food Tangibles & Intangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Quality of Food (12)	0	0.0	3	25.0	6	50.0	3	25.0	0	0.0	3	2.25	3	3.75
Choice of Meals (12)	0	0.0	5	41.7	6	50.0	1	4.5	0	0.0	3	2	3	3
Catering Staff's Hygiene (12)	3	25.0	6	50.0	1	8.3	2	9.1	0	0.0	2	1	2	2.75
Catering Staff's Friendliness (12)	4	33.3	5	41.7	10	16.7	1	4.5	0	0.0	2	1.25	2	2.75

Table (B-5): Kitchens

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Hardware (9)	1	11.1	5	55.6	2	22.2	0	0.0	1	11.1	2	2	2	3
Size to People (9)	2	9.1	2	9.1	3	13.6	1	4.5	1	4.5	3	1.5	3	3.5

Table (B-6): Service Intangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Service is Personal (22)	0	0.0	2	9.1	12	54.5	5	22.7	3	13.6	3	3	3	4
Support is Provided (22)	1	4.5	6	27.3	9	40.9	3	13.6	3	13.6	3	2	3	4

Table (B-7): Residence Hall 'Feel Good' Dimension

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Security of Hall (22)	7	31.8	10	45.5	4	18.2	1	4.5	0	0.0	1	1	2	2.25
Recreational Facilities (22)	2	9.1	10	45.5	4	18.2	5	22.7	1	4.5	2	2	2	4
Warm Welcome (22)	1	4.5	7	31.8	8	36.4	3	13.6	3	13.6	3	2	3	4
Brilliant Social Atmosphere (22)	1	4.5	3	13.6	6	27.3	4	18.2	8	36.4	5	3	4	5

Table (B-8): Image

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Better off than in Private Sector (22)	8	40.9	7	31.8	3	13.6	2	9.1	1	4.5	1	1	2	3
Better off than in another University (22)	8	36.4	8	36.4	6	27.3	0	0.0	0	0.0	1*	1	2	3

* Multiple modes exist, the smallest value is shown.

Table (B-9): Nationality

Country	Frequency	Percentage
British	11	50
Scottish	3	13.6
Greek	2	9.1
Austrian	1	4.5
USA	1	4.5
Korean	1	4.5
French	1	4.5
South African	1	4.5
Japanese	1	4.5

Table (B-10): Sample Characteristics

Variable	Responses	Frequency	Percentage
Age Group	18-20 21-25	10 12	45.5 54.5
Gender	Female Male	7 15	31.8 61.2
Marital Status	Single Married	21 1	95.5 4.5
Study	Undergraduate	22	100
Children	No	22	100
Shared Room	Yes No	2 20	9.1 90.9
En-suite Bathroom	Yes	22	100
Catered	Yes No	12 10	54.5 45.4
Duration of Stay	Less than 3 months More than One Year	11 11	50.0 50.0

Appendix (C): Statistics for the University of Strathclyde Student Questionnaires (February 1998)

(Halls, n=42: Forbes, n=13; Garnett, n=9 & James Goold, n=20)

Table (C-1): Residence Hall Tangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Appearance of Hall (42)	7	16.7	29	69.0	6	14.3	0	0.0	0	0.0	2	2	2	2
Availability of Telephones (40)	0	0.0	4	9.5	5	11.9	13	31.0	20	47.6	5	4	4	5
Overall Maintenance of Hall (41)	1	2.4	20	47.6	17	40.5	4	9.5	0	0.0	2	2	2.5	3
Mail Procedure (42)	2	4.8	20	47.6	6	14.3	11	26.2	3	7.1	2	2	2	4
Fire Precautions (39)	9	22.0	21	51.2	10	24.4	1	2.4	0	0.0	2	2	2	3
Laundry Facilities (39)	0	0.0	10	24.4	13	31.7	11	26.8	7	17.1	3	2.5	3	4
Parking Facilities (40)	0	0.0	0	'0.0	8	21.1	14	36.8	16	42.1	5	4	4	5
Storage Space (41)	4	9.5	5	11.9	16	38.1	10	23.8	7	16.7	3	3	3	4

Table (C-2): Room Tangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Furnishing of Room (41)	8	20.5	24	61.5	6	15.4	1	2.6	0	0.0	2	2	2	2
Lighting of Room (42)	7	17.9	19	48.7	11	28.2	1	2.6	1	2.6	2	2	2	3
Heating of Room (41)	9	23.1	15	38.5	12	30.8	2	5.1	1	2.6	2	2	2	3
Quietness of Room (41)	2	5.1	12	30.8	18	46.2	4	10.3	3	7.7	3	2	2	3
Size of Room (40)	3	7.7	17	43.6	8	20.5	7	17.9	4	10.3	2	2	2	4

Table (C-3): Kitchens

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Hardware (39)	3	7.5	12	30.0	17	42.5	5	12.5	3	7.5	2	2	3	3
Size to People (39)	6	14.6	14	34.1	14	34.1	6	14.6	1	2.4	2	2	3	3

Table (C-4): Residence Hall Staff Performance

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Housekeeping Performance (38)	6	14.6	22	53.7	13	31.7	0	0.0	0	0.0	2	2	2	3
Helpfulness of Hall Staff (42)	4	9.5	20	47.6	15	35.7	2	4.8	1	2.4	2	2	2	3
Friendliness of Hall Staff (42)	5	11.9	21	50.0	13	31.0	2	4.8	1	2.4	2	2	2	3

Table (C-5): Service Intangibles

Variable (N)	Highly Agree		Agree		Neutral		Disagree		Highly Disagree		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Service is Personal (32)	2	5.0	8	20.0	22	55.0	7	17.5	1	2.5	3	2.25	3	3
Support is Provided (41)	2	5.0	19	47.5	16	38.1	1	2.4	2	4.8	2	2	2	3

Appendix | A | B | C | D

Table (C-6): Residence Hall 'Feel Good' Dimension

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Security of Hall (42)	2	4.8	18	42.9	18	42.9	2	4.8	2	4.8	2	2	3	3
Recreational Facilities (42)	3	7.3	5	12.2	12	29.3	11	26.8	10	24.4	3	3	4	4.5
Warm Welcome (42)*	5	12.2	17	41.5	15	36.6	3	7.3	1	2.4	2	2	2	3
Brilliant Social Atmosphere (42)*	6	15.0	10	25.0	15	37.5	8	20.0	1	2.5	3	2	3	3

* Highly Agree to Highly Disagree as shown in Table (C-7) below.

Table (C-7): Sharing with Others

Variable (N)	Highly Agree		Agree		Neutral		Disagree		Highly Disagree		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Get Along (42)	9	28.1	15	46.9	5	15.6	3	9.4	0	0.0	2	1	2	2.75
Similar Interests (41)	2	6.3	10	31.3	11	34.4	9	28.1	0	0.0	3	2	3	4
Experience Problems (39)	1	2.4	4	12.5	5	15.6	15	46.9	7	21.9	4	3	4	4

Table (C-8): Image

Variable (N)	Highly Agree		Agree		Neutral		Disagree		Highly Disagree		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Better off than in Private Sector (41)	8	20.0	17	42.5	11	26.2	4	9.5	0	0.0	2	2	2	3
Better off than in another University (32)	3	7.9	9	23.7	21	55.3	5	13.2	0	0.0	3	2	3	3

Table (C-9): Nationality

Country	Frequency	Percentage
Britain & Scotland	18	43.9
Malaysia	5	12.2
Greece	2	4.9
Sweden	2	4.9
Canada	2	4.9
Austria	1	2.4
France	1	2.4
Ireland	1	2.4
Germany	1	2.4
Cyprus	1	2.4
Finland	1	2.4
Singapore	1	2.4
Norway	1	2.4
Argentina	1	2.4
Trinidad & Tobago	1	2.4
Egypt	1	2.4

Table (C-10): Sample Characteristics

Variable	Responses	Frequency	Percentage
Age Group	18-20	12	29.3
	21-25	18	43.9
	Over 25	11	26.8
Gender	Female	18	43.9
	Male	23	56.1
Marital Status	Single	40	97.6
	Married	1	2.4
Study	Undergraduate	26	63.4
	Postgraduate	15	36.6
Children	Yes	0	0.0
	No	42	100
Shared Room	Yes	32	76.2
	No	10	23.8
En-suite Bathroom	Yes	21	52.5
	No	19	47.5
Catered	Yes	0	0.0
	No	40	100
Duration of Stay	Less than One Year	40	97.6
	More than One Year	1	2.4

Exhibit (C-1):

THE UNIVERSITY OF STRATHCLYDE IN GLASGOW

At the University of Strathclyde we believe partnership is the way forward. Residence Services work in partnership with the Students' Association to ensure that all eligible students can be accommodated in good quality residences, either on campus or within a reasonable distance, at an affordable price. We consult regularly and are responsive to the changing needs and desires of students in residence. Residence Services is committed to the care, welfare and safety of the residents who live in student accommodation.

Everyone who works in the University is part of a team. We all rely on each other to help the team work properly. This Residents' Charter has been put together at the request of the Students' Association with assistance from the Safety Office and University Estates Management.

RESIDENTS' CHARTER

Exhibit (C-2a): Forbes

Forbes Hall
76 Rottenrow East, Glasgow G4

Situated on the south side of the student villages, Forbes Hall is one of the University's most popular residences accommodating 104 students in centrally heated, well-fitted, single study bedrooms with integral wash-and basins. It offers the option of communal living in groups of 4-6 people. Mixed sex groups may apply provided that they are self-selected.
A communal kitchen/diner/lounge with TV provided is the focus of the flat. WC and shower facilities are shared, with 2 showers in the 6 person flats.
This residence is offered on a 37 week contract basis.

Exhibit (C-2b): Garnett

Garnett Hall
85 Cathedral Street, Glasgo, G4

Garnett Hall is situated on the edge of Cathedral Street. It is similar in construction, layout and facilities to Forbes Hall, without TV provided, accommodating a slightly larger community of 124 students.
This residence is offered on a 37 week contract basis.

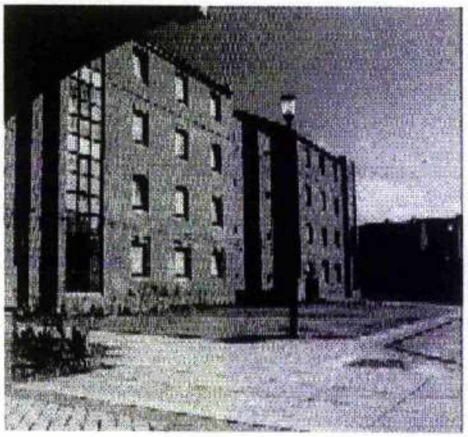
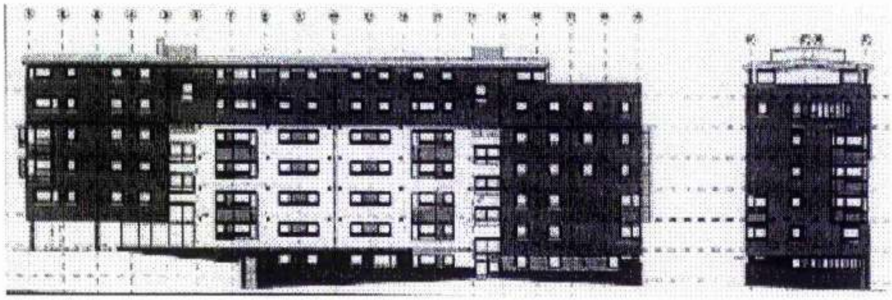


Exhibit (C-2c): James Goold



James Goold Hall
Rottenrow East, Glasgow

This brand new development, situated in the heart of the Uiversity campus, offers high quality accommodation for 147 students in single study bedrooms. This attractive residence is divided into separate flates containing 5/6/8 study bedrooms with residents sharing a spacious kitchen/dining/living room with TV supplied. Each study bedroom comes with a private, en suite bathroom, telephone socket, data point, and is tastefully furnished to a high standard. This latest student residence combines high quality living, at an affordable price, which represents excellent valus for money. (Ground floor flats are especially designed to help those with mobility problems).
This residence is offered on a 37 and 50 week contract basis.

Appendix (D): Statistics for the University of St Andrews Student Questionnaires (February, 1998)

(Halls, n=78: University Hall, n=34; St Salvators, n=30 & Gannocky, n=14)

Table (D-1): Residence Hall Tangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Appearance of Hall (77)	35	45.5	23	29.9	10	13.0	6	7.8	3	3.9	1	1	2	2.5
Availability of Telephones (77)	28	36.4	16	20.8	6	7.8	17	21.8	10	12.8	1	1	2	4
Overall Maintenance of Hall (77)	15	19.5	32	41.6	22	28.6	8	10.4	1	1.3	2	2	2	3
Mail Procedure (77)	21	27.3	36	46.8	15	19.5	4	5.2	1	1.3	2	1	2	3
Fire Precautions (77)	14	18.2	38	49.4	21	27.3	3	3.9	1	1.3	2	2	2	3
Laundry Facilities (76)	1	1.3	9	11.8	21	27.6	20	26.3	25	32.9	5	3	4	5
Parking Facilities (74)	4	5.4	21	28.4	34	45.9	8	10.8	6	8.1	3	2	3	3
Storage Space (76)	2	2.6	16	21.5	23	30.0	26	34.2	9	11.8	4	3	3	4

Table (D-2): Room Tangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Furnishing of Room (78)	14	17.9	40	51.3	14	17.9	7	9.0	2	3.8	2	2	2	3
Lighting of Room (78)	6	7.7	31	39.7	24	30.8	12	15.4	5	6.4	2	2	3	3
Heating of Room (78)	15	19.2	29	37.2	15	19.2	15	19.2	4	5.1	2	2	2	3.25
Quietness of Room (78)	10	12.8	25	32.1	23	29.5	14	17.9	6	7.7	2	2	3	4
Size of Room (77)	18	23.4	23	29.9	24	31.2	6	7.8	6	7.8	3	2	2	3

Table (D-3): Kitchens

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Hardware (7)	0	0.0	1	14.3	1	14.3	3	42.9	2	28.6	4	3	4	5
Size to People (7)	0	0.0	0	0.0	0	0.0	4	57.1	3	42.9	4	4	4	5

Table (D-4): Residence Hall Staff Performance

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Housekeeping Performance (77)	16	20.8	32	41.6	17	22.1	11	14.3	1	1.3	2	2	2	3
Helpfulness of Hall Staff (77)	12	15.6	35	45.5	24	31.2	5	6.5	1	1.3	2	2	2	3
Friendliness of Hall Staff (77)	11	14.3	36	46.2	25	32.1	4	5.2	1	1.3	2	2	2	3

Table (D-5): Service Intangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Service is Personal (77)	5	6.5	27	35.1	32	41.6	12	15.6	1	1.3	3	2	3	3
Support is Provided (78)	12	15.4	30	38.5	29	37.2	6	7.7	1	1.3	2	2	2	3

Table (D-6): Residence Hall 'Feel Good' Dimension

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Security of Hall (77)	12	15.6	37	48.1	19	24.7	8	10.4	1	1.3	2	2	2	3
Recreational Facilities (77)	5	6.5	22	28.6	34	44.2	10	13.0	6	7.8	2	2	3	3
Warm Welcome (78)	20	25.6	29	37.2	22	28.2	6	7.7	1	1.3	2	1	2	3
Brilliant Social Atmosphere (78)	14	17.9	34	43.6	20	25.6	6	7.7	4	5.1	2	2	2	3

Table (D-7): Sharing with Others

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Get Along (14)	9	64.3	4	28.6	1	7.1	0	0.0	0	0.0	1	1	1	2
Similar Interests (14)	4	28.6	5	35.7	4	28.6	1	7.1	0	0.0	2	1	2	3
Experience Problems (14)	0	0.0	0	0.0	1	7.1	4	28.6	9	64.3	5	4	5	5

Table (D-8): Food Tangibles & Intangibles

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Quality of Food (75)	2	2.7	12	16.0	34	45.3	23	30.7	4	5.3	3	3	3	4
Choice of Meals (75)	4	5.3	13	17.3	29	38.7	23	30.7	6	8.0	3	3	3	4
Catering Staff's Hygiene (77)	13	16.9	35	45.5	25	32.5	3	3.9	1	1.3	2	2	2	3
Catering Staff's Friendliness (78)	12	15.4	35	44.9	23	29.5	6	7.7	2	2.6	2	2	2	3

Table (D-9): Image

Variable (N)	Excellent		Good		Fair		Poor		Very Poor		Mode	Quartiles		
	N	%	N	%	N	%	N	%	N	%		Q1	Q2	Q3
Better off than in Private Sector (78)	19	24.4	23	29.5	25	32.1	9	11.5	2	2.6	3	1.75	2	3
Better off than in another University (78)	18	23.1	23	29.5	25	32.1	7	9.0	5	6.4	3	2	2	3

Appendix A B C D

Table (D-10): Sample Characteristics

Variable	Responses	Frequency	Percentage
Age Group	Under 18	2	2.6
	18-20	41	52.6
	21-25	31	39.7
	Over 25	4	5.1
Gender	Female	33	42.3
	Male	45	57.7
Marital Status	Single	77	98.7
	Married	1	1.3
Study	Undergraduate	74	94.9
	Postgraduate	4	5.1
Children	Yes	2	2.6
	No	76	97.4
Shared Room	Yes	14	17.9
	No	63	80.8
En-suite Bathroom	Yes	4	5.1
	No	74	94.9
Catered	Yes	78	100
	No	0	0.0
Duration of Stay	Less than One Year	36	46.2
	More than One Year	38	48.7

Table (D-11): Nationality

Country	Frequency	Percentage
British	51	65.4
Scottish	10	12.8
USA	7	9.0
English	5	6.4
Irish	2	2.6
Welsh	1	2.6
Dutch	1	2.6
German	1	2.6

Exhibit (D-1)

RBS Newsletter

University of St Andrews

Volume 2 Issue 4 May 1998

YES

On 13th May 1998 Residential & Business Services were awarded recognition as an Investor in People.

Congratulations and a big thank you to …

Exhibit (D-2):

Residential & Business Services - Service Commitments

Accommodating Your Needs

We aim for continuous improvement in the services we provide to you, our customer. When staying in University accommodation you may expect to enjoy the following standards of customer care :

- On arrival you will receive a pleasant and friendly welcome by well trained staff who are familiar with the building.
- You should anticipate regular room servicing by the House Services staff according to service levels set (see below), should any other member of University staff have cause to enter your room then a written note will be left advising you.
- Our staff will be easily identifiable by their name badge.
- Please refer to the Residence information booklet for further details of service levels which you can expect.
- The accommodation and bathroom facilities will be clean and serviced according to service levels set although we would ask for your co-operation in helping us to maintain these standards.
- We will adhere to the highest standards of hygiene, safety and cleaning practice at all times.
- We will meet requests for minor maintenance or repairs (eg, light bulbs) as quickly as we can. Normally we would expect to complete minor repairs on the same day as they are received. Please see Residence information booklet for reporting such faults. If we are unable to correct/repair in same day we will keep you informed.
- Requests for maintenance requiring "external trades" received during office hours, Monday to Friday, will be reported to Estates & Buildings for their attention. You will be kept advised of the progress of resolving maintenance faults where practicable. Where a request is received for maintenance work, falling within the University's emergency categories, an immediate call out will be made.

Catering for your Needs

We aim for continuous improvement in our service to you, our customer. When using facilities you may expect to enjoy the following standards of customer care :

- You will receive a pleasant and friendly welcome by well trained staff who are familiar with the products.
- Our staff will be easily identifiable by their name badge.
- The service and dining areas will be clean and tidy at all times, although we would ask for your co-operation with the self clearing system.
- The food and beverages on offer will be well presented at the correct temperature and be of marketable quality.
- The menu will be varied and designed to meet an identified range of dietary requirements, including Healthy Selections.
- We will adhere to the highest standards of hygiene and meet the requirements of the University Food Safety Policy at **all** times.

Feedback

Whilst it is our aim to meet the standards we have set, we would hope to be able to resolve any problems that do occur at local level.

Please let us have your views

Exhibit (D-3a): University Hall

University Hall
The first residence for women students in Scotland, this hall opened in 1896. Now a mixed residence, it is situated in its own attractive grounds near the Physical Education Centre. There are three wings. Wardlaw, a listed building acquired in 1947, Old Wing, the original hall and Lumsden Wing which was added in 1962 and contains the central dining room. The amenities include libraries and an oak pannelled common room.
No of standard rooms: 218 single and 26 shared
Meals: 19
Contract length: standard
Car parking available

Exhibit (D-3b): St Salvator's Hall

St Salvator's Hall
Built in 1930 and extended in 1940 this residence is adjacent to the United College Quadrangle. In addition to the main hall, there is Gannochy House located on nearby North Street, built in 1971, which in Session 1998/9 started the transition from undergraduate to postgraduate accommodation.
Main Hall:
No of standard rooms: 59 single and 65 shared
Meals: 19
Contract length: standard
Gannochy House:
No of standard rooms: 46 single and 1 shared
Meals: 19
Contract length: standard, although the option to stay during Christmas and Spring vacation may be possible.
Limited car parking

References

Albrecht, K. (1992) *The Only Thing That Matters: Bringing the Power of the Customer into the Center of Your Business*. New York: Harper Business.

Alasuutari, P. (1995) *Researching Culture: Qualitative Method and Cultural Studies*. London: Sage Publications.

Aldridge, S. & Rowley, J. (1998) 'Measuring Customer Satisfaction in Higher Education,' *Quality Assurance in Education*, 6, 4, 197-204.

Allen, D. M. (1983) *Accommodation and Cleaning Services. Volume 2: Management*. Cheltenham: Stanley Thornes (Publishers) Ltd.

Alvesson, M. (1992) "Leadership as Social Integrative Action. A Study of a Computer Consultancy Company." *Organization Studies*, 13, 2, 185-209.

Alvesson, M. (1995) *Cultural Perspectives On Organizations*. Cambridge: Cambridge University Press.

Anderson, Rolph E. (1973) "Consumer Dissatisfaction: The Effect of Disconfirmed Expectancy on Perceived Product Performance," *Journal of Marketing Research*, Vol. 10 (February), 38-44.

Assael, H. (1984) *Consumer Behavior and Marketing Action*. 2nd ed. Boston, MA: Kent Publishing Company.

Atkinson, P. (1997) *Creating Culture Change: Strategies for Success*. Bedfordshire: Rushmere Wynne.

Atkinson, P. & A. Coffey (1997) 'Analysing Documentary Realities,' (pp. 45-62) In Silverman (Ed.) *Qualitative Research: Theory, Method and Practice*. London: Sage Publications.

Babakus, Emin & Gregory W. Boller (1992)"An Empirical Assessment of the SERVQUAL Scale," *Journal of Business Research*, Vol. 24, 253-268.

Barley, S. R., Meyer, G. W. & Gash, D. C. (1988) Cultures of Culture: academics, practitioners, and the pragmatics of normative control,' *Administrative Science Quarterly*, 33, 24-60.

Bartunek, J. M. & Moch, M. K. (1991) 'Multiple Constituencies and the Quality of Working life: Intervention at FoodCom.' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (Eds.) (pp. 104-116) *Reframing Organisational Culture*. Newbury Park: Sage Publications.

Bate, P. (1994) *Strategies for Cultural Change*. Oxford: Butterworth-Heineman Ltd.

Beatty (1997) *The Perfect Cover Letter*. New York: John Wiley & Sons, Inc.

Beck, B. E. F. & Moore, L. F. (1985) 'Linking the Host Culture to Organizational Variables.' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (Eds.) (pp. 335-354) *Organisational Culture*. Newbury Park: Sage Publications.

Benoy, J. W. (1996) "Internal Marketing Builds Service Quality," *Journal of Health Care Marketing*, Vol. 16, No. 1, p.54, 6p.

Bitner, Mary Jo & Amy R. Hubbert (1994) "Encounter Satisfaction Versus Overall Satisfaction Versus Quality" In Rust, Roland T. & Richard L. Oliver (Eds.) *Service Quality: New Directions in Theory and Practice* (pp. 72-94) Thousand Oaks, CA: Sage.

Blakey, M. (1994) 'Student Accommodation' In Haselgrove (ed.) *The Student Experience* (pp. 72-81) Buckingham: The Society for Research into Higher Education & Open University Press.

Bloor, G. & Dawson, P. (1994) 'Understanding professional culture in organizational context,' *Organization Studies*, Vol.15, No.2, pp.275-298

Bolton, Ruth N. & James H. Drew (1991a) "A Multistage Model of Customers' Assessments of Service Quality and Value," *Journal of Consumer Research*, Vol. 17 (March), 375-384.

Bolton, Ruth N. & James H. Drew (1991b) "A Longitudinal Analysis of the Impact of Service Changes on Customer Attitudes," *Journal of Marketing*, Vol. 55 (January), 1-9.

Boshoff, C. & Tait, M. (1996) 'Quality perceptions in the financial services sector: The potential impact of internal marketing,' *International Journal of Service Industry Management*, Vol. 7, No. 5, pp. 5-31.

Boulding, William, Ajay Kalra, Richard Staelin & Valarie A. Zeithaml (1993) "A Dynamic Process Model of Service Quality: From Expectations to Behavioral Intentions," *Journal of Marketing Research*, Vol. 30 (February), 7-27.

Bourque, L. B. & E. P. Fiedler (1995) *How to Conduct self-administered and Mail Surveys*. Newbury Park: Sage Publications.

Brewer, J. & A. Hunter (1989) *Multimethod Research: A Synthesis of Styles.* Newbury Park: Sage Publications.

Brown, A. (1995) *Organisational Culture*. London: Pitman Publishing.

Brown, S. A. (1995) *What Customers Value Most*. Toronto: John Wiley & Sons.

Brown, Stephen W. & Teresa A. Swartz (1989) "A Gap Analysis of Professional Service Quality," *Journal of Marketing*, Vol. 53 (April), 92-98.

Brown, Tom J., Gilbert A. Churchill, JR. & J. Paul Peter (1993) "Improving the Measurement of Service Quality," *Journal of Retailing*, Vol. 69, No. 1, 127-139.

Bryman, A. (1988) Quantity and Quality in Social Research. London: Routledge.

Burgess, R. G. (1984) *In the Field: An Introduction to Field Research.* London: George Allen & Unwin Ltd.

Burgess, R. G. (1982) *Field Research: A Source Book and Field Manual*. London: George Allen & Unwin.

Burgess, R. G. (1982) 'Elements of Sampling in Field Research,' (pp. 75-78) In R. G. Burgess (Ed.) *Field Research: A Source Book and Field Manual.* London: George Allen & Unwin.

Cadotte, Ernest R., Robert R. Woodruff & Roger L. Jenkins (1987) "Expectations and Norms in Modles of Consumer Satisfaction," *Journal of Marketing Research*, Vol. 24 (August), 305-314.

Callan, R. J. (1998) 'An Attributional Approach to Hotel Selection. Part 2: The Customers' Perceptions,' *Progress in Tourism and Hospitality Research*, 4, 67-84.

Calori, R. & P. Sarnin (1991) 'Corporate Culture and Economic Performance: A French Study,' *Organization Studies*, 12, 1, 49-74.

Campbell-Smith, G. (1967) *Marketing of the Meal Experience*. University of Surrey.

Cardozo, Richard N. (1965) "An Experimental Study of Customer Effort, Expectation, and Satisfaction," *Journal of Marketing Research*, Vol. 2 (August), 244-249.

Carman, James M. (1990) "Consumer Perceptions of Service Quality: An Assessment of the SERVQUAL Dimensions," *Journal of Retailing*, Vol. 66, 1, 33-55.

Carvel, J. (1999) 'Blair's Revolution for Learning: Plan for huge rise in University numbers,' *The Guardian*, March 8th, p. 1.

Chatman, J. A. (1989) 'Improving Interactional Organizational Research: A Model of Person-Organization Fit.' *Academy of Management Review*, 14, 3, 333-349.

Chatman, J. A. & K. A. Jehn (1994) 'Assessing the Relationship Between Industry Characteristics and Organisational Culture: How Different Can You Be?' *Academy of Management Journal*, 37, 3, 522-553.

Churchill, Gilbert A. & Carol Surprenant (1982) "An Investigation Into the Determinants of Customer Satisfaction," *Journal of Marketing Research*, Vol. 19 (November), 491-504.

Clutterbuck, D., Clark, G. & Armistead, C. (1993) *Inspired Customer Service: Strategies for Service Quality*. London: Kogan Page Limited.

Coffey, A. & P. Atkinson (1996) *Making Sense of Qualitative Data: Complementary Research Strategies*. Thousand Oaks: Sage Publications.

Conrad, C. A., G. Brown & H. A. Harmon (1997) 'Customer Satisfaction and Corporate Culture: A Profile Deviation Analysis of a Relationship Marketing Outcome,' *Psychology & Marketing*, 14, 7, 663-674.

Converse, J. M. & S. Presser (1986) *Survey Questions: Handcrafting the Standarized Questionnaire*. Newbury Park: Sage Publications.

Cooke, R. A. & J. C. Lafferty (1989) *Organizational Culture Inventory*. Plymouth, MI: Human Synergetics, Inc.

Cronin, J. Joseph, Jr. & Steven A. Taylor (1992) "Measuring Service Quality: A Reexamination and Extension," Journal of Marketing, Vol. 56 (July), 55-68.

Cronin, J. Joseph, Jr. & Steven A. Taylor (1994) "SERVPERF Versus SERVQUAL: Reconciling Performance-Based and Perceptions-Minus-Expectations Measurment of Service Quality," *Journal of Marketing*, Vol. 58 (January), 125-131.

Dandridge, T. C., Mitroff, I. I. & Joyce, W. F. (1980) 'Organizational symbolism: a topic to expand organisational analysis,' *Academy of Management Review*, 5, 77-82.

Day, G. S. (1998) 'What Does it Mean to be Market-Driven?' *Business Strategy Review*, 9, 1, 1-14.

Deal, T. E. & A. A. Kennedy (1982) *Corporate Cultures: The Rites and Rituals of Corporate Life*. Reading, Massachusetts: Addison-Wesley Publishing Company.

Denison, D. R. (1984) 'Bringing Corporate Culture to the Bottom Line.' *Organizational Dynamics*, 12, 4-22.

Denison, D. R. (1990) *Corporate Culture and Organizational Effectiveness*. New York: John Wiley & Sons.

Denison, D. R. (1996) 'What is the Difference between Organizational Culture and Organizational Climate? A Native's Point of View on a Decade of Paradigm Wars,' *Academy of Management Review*, 21, 3, 619-654.

Deshpandé, R., J. U. Farley & F. E. Webster, Jr. (1989) 'Organizational Culture and Marketing: Defining the Research Agenda,' *Journal of Marketing*, 53, 1, 3-15.

Deshpandé, R., J. U. Farley & F. E. Webster, Jr. (1993) 'Corporate Culture, Customer Orientation, and Innovativeness in Japanese Firms: A Quadrad Analysis,' *Journal of Marketing*, 57, 1, 23-27.

De Vaus, D. A. (1996) *Surveys in Social Research*. (4th Ed.) London: UCL Press.

Dolton, P. J. & G. H. Makepeace (1982) 'University Typology: A Contemporary Analysis,' *Higher Education Review*, 14, 3, 33-47.

Dutton, J. E. (1986) 'The Processing of Crisis and Non-Crisis Strategic Issues' *Journal of Management Studies*, Vol. 23, No. 5, 501-517.

'Education on line,' (1998) *Financial Times*, May 4, p. 7.

Edvardsson, B. (1993) 'The Role of Service Design in Achieving Quality,' in Scheuing, E. & Christopher, W. (Eds.) *The Service Quality Handbook.* (pp. 331-346) NY: AMACOM.

Edvardsson, B. & Gustavsson, B. (1991) 'Quality in Services and Quality in Service Organizations: A Model for Quality Assessment,' In Brown, S., Gummesson, E., Edvardsson, B. & Gustavsson, B. (Eds.) *Service Quality.* (pp. 319-340) NY: Lexington Books.

Eisenhardt, K. M. (1989) 'Building Theories from Case Study Research,' *Academy of Management Review*, 14, 4, 532-550.Elliott, K. M. (1995) 'A Comparison of Alternative Measures of Service Quality,' Journal of Customer Service in Marketing & Management, 1, 1, 33-44.

Egan, C. & Shipley, D. (1995) 'Dimensions of Customer Orientation: An Empirical Investigation of the UK Financial Services Sector,' *Journal of Marketing Management*, 11, 807-816.

Elliott, K. M. (1995) 'A Comparison of Alternative Measures of Service Quality,' *Journal of Customer Service in Marketing & Management*, 1, 1, 33-44.

Enz, C. (1986) Power and Shared Values in the Corporate Culture. Ann Arbor, MI: UMI.

Feldman, M. S. (1995) *Strategies for Interpreting Qualitative Data.* Qualitative Research Methods, Vol. 33. Thousand Oaks: Sage Publications.

Fink (1995) *How to Ask Survey Questions.* Newbury Park: Sage Publications.

Fisk, Raymond P., Stephen W. Brown & Mary Jo Bitner (1993) "Tracking the Evolution of the Services Marketing Literature," *Journal of Retailing*, Vol. 60, 1,

Fiornetino, A. (1995) 'Budget Hotels: Not Just Minor Hospitality Products.' *Tourism Management*, 16, 6, 455-462.

Forster, N. (1994) 'The Analysis of Company Documentation,' (p. 147-166) In Cassell C. & G. Symon (eds.) *Qualitative Methods in Organizational Research: A Practical Guide.* London: Sage Publications.

Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (1985) *Organisational Culture*. Newbury Park: Sage Publications.

Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (1991) *Reframing Organisational Culture*. Newbury Park: Sage Publications.

Gagliardi, P. (1986) 'The Creation and Change of Organizational Cultures: A Conceptual Framework', *Organization Studies*, 7, 2, 117-134.

Gale, B. T. (1994) Managing Customer Value: Creating Quality and Service that Customers Can See. NY: The Free Press.

George, J. M. & K. Bettenhausen (1990) 'Understanding Prosocial Behavior, Sales Performance, and Turnover: A Group-Level Analysis in a Service Context' *Journal of Applied Psychology*, 75, 6, 698-709.

Geser, H. (1992) 'Towards an Interaction Theory of Organisational Actors', *Organization Studies*, Vol. 13, No. 3, pp. 429-451.

Gibbons, J. D. (1993a) *Nonparametric Statistics: An Introduction*, Newbury Park: Sage Publications.

Gibbons, J. D. (1993b) *Nonparametric Measures of Asscoiation*, Newbury Park: Sage Publications.

Gilbert, D. & Guerrier, Y. (1997) 'UK Hospitality Managers Past and Present,' *The Service Industries Journal*, Vol. 17, No. 1, 115-132.

Ginger, C. (1998) 'Interpreting Roads In Roadless Areas: Organisational Culture, Ambiguity, and Change in Agency Responses to Policy Mandates." *Administration & Society*, 29, 6, 723-757.

Glaser, R (1983) *The Corporate Culture Survey*. Bryn Mawr, PA: Organizational Design and Development.

Goble, A. (1992) *Organisational Culture*. Unpublished doctoral thesis:The University of Lancaster.

Golden, K. A. (1992) 'The Individual and Organisational Culture: Strategies for Action in Highly-Ordered Contexts' *Journal of Management Studies*, Vol. 29, No. 1, 1-21.

Golden-Biddle, K. & Locke, K. D. (1997) *Composing Qualitative Research*. Thousand Oaks: Sage Publications.

Goodman, P. S., M. Fishman, F' J. Lerch & P. R. Snyder (1995) 'Customer-Firm Relationships, Involvement, and Customer Satisfaction.' *Academy of Management Journal*, 38, 5, 1310-1324.

Gordon, G. (1985) 'The Relationship of Corporate Culture to Industry Sector and Corporate Performance.' In R. H. Kilmann, M. Saxton, R. Serpa, & Associates. *Gaining Control of the Corporate Culture*. San Francisco: Jossey-Bass.

Gordon, G. (1991) 'Industry Determinants of Organizational Culture' *Academy of Management Review*, Vol. 16, No. 2, 396-415.

Gordon, G. G. & N. Di Tomaso (1992) "Predicting Corporate Performance from Organizational Culture" *Journal of Management Studies*, 29, 6, 783-798.

Greene, R. T. (1993) Global Quality: A Synthesis of the World's Best Management Methods. Milaukee, WI: ASQC Quality Press.

Gregory, K.L. (1983) 'Native-View Paradigms: Multiple Cultures and Culture Conflicts in Organisations.' *Administrative Science Quarterly*, 28, 359-376.

Grönroos, C. (1996) 'Relationship Marketing: Strategic and Tactical Implications,' *Management Decision*, 34, 3, 5-14.

Grönroos, C. (1995) 'Relationship Marketing: The Strategy Continuum,' *Journal of the Academy of Marketing Science*, Vol. 23, No. 4, p.252, 2p.

Grönroos, C. (1990) Service Management and Marketing: Managing the Moments of Truth in Service Competition. Republic of Singapore: Lexington Books.

Hackman, R. J. & R. Wageman (1995) 'Total Quality Management: Empirical, Conceptual, and Practical Issues,' *Administrative Science Quarterly*, 40, 309-342.

Haller, Sabine (1995) "Measuring Service Quality: The Results of a Longitudinal Study in Further Education," In Kunst, Paul & Jos Lemmink (Eds.) *Managing Service Quality* (pp. 13-27) London: Paul Chapman Publishing Ltd.

Hammady, S. (1995) Measurement of Customer Satisfaction: The University of St Andrews Experience. Unpublished MLitt Thesis. The University of St Andrews.

Hampden-Turner, C. (1994) Corporate Culture: How to Generate Organisational Strength and Lasting Commercial Advantage. London: Piatkus.

Handy, C. (1985) *Understanding Organisations*, London: Penguin.

Harris, L. C. (1998) 'Cultural Domination: The Key to Market-Oriented Culture?' *European Journal of Marketing*, 32, 3/4, 354-373.

Harris, L. C. & Ogbonna, E. (1998) 'A Three Perspective Approach to Understanding Culture in Retail Organizations,' *Personnel Review*, 1, 2, 104-123.

Harris, L. C. & Ogbonna, E. (1999) 'Developing a Market Oriented Culture: A Critical Evaluation,' *Journal of Management Studies*, 36, 2, 177-196.

Harrison, R. (1987) Organization Culture and Quality of Service: A Strategy for Releasing Love in the Workplace. London: AMED.

Hartley, J. F. (1994) 'Case Studies in Organizational Research,' (p. 208-229) In Cassell C. & G. Symon (eds.) *Qualitative Methods in Organizational Research: A Practical Guide*. London: Sage Publications.

Hartline, M. D. & Jones, K. C. (1996) 'Employee Performance Cues in a Hotel Service Environment: Influence on Perceived Service Quality, Value, and Word-of-Mouth Intentions,' *Journal of Business Research*, 35, 207-215.

Hatch, M. J. & Schultz, M. (1997) 'Relations between Organizational Culture, Identity and Image,' *European Journal of Marketing*, 31, 5/6, 356-365.

Hayes, B. E. (1992) Measuring Customer Satisfaction: Development & Use of Questionnaires. Milaukee, Wisconcin: ASQC Quality Press.

Henkel, M. (1997) 'Academic Values and the University as Corporate Enterprise.' *Higher Education Quarterly*, 51, 2, 134-143.

Hernes, H. (1997) 'Cross-Cutting Identifications in Organizations,' In Sackman, S. A. (ed.) *Cultural Complexity in Organizations: Inherent Contrasts and Contradictions*. (pp. 343-366) Thousand Oaks: Sage Publications.

Heskette, J. L., Sasser, W. E., jr., Schlesinger, L. A. (1997) The Service Profit Chain: How Leading Companies Link Profit and Growth to Loyalty, Satisfaction, and Value. NY: The Free Press.

Higher Education Institutions: Students and Staff 1993-1994. Statistical Bulletin October 1995 – No 5/95. Scottish Higher Education Funding Council.

Hill, F. M. (1995) 'Managing Service Quality in Higher Education: the Role of the Student as Primary Consumer,' *Quality Assurance in Education*, 3, 3, 10-21.

Hofstede, G. B. (1980) Culture Consequences: International Differences in Work-Related Values. Beverly Hills, California: Sage.

Hofstede, G. B. (1985) 'The Interaction Between National and Organizational Value Systems,' *Journal of Management Studies*, 22, 4, 347-357.

Hofstede, G. (1998) 'Identifying Organizational Subcultures: An Empirical Approach,' *Journal of Management Studies*, 35, 1, 1-12.

Hofstede, G., Bond, M. H. & Luk, C. (1993) 'Individual Perceptions of Organizational Cultures: A Methodological Treatise on Levels of Analysis.' *Organization Studies*, Vol. 14, No. 4, 483-503.

Hofstede, G., B. Neuijen, D. D. Ohayv & G. Sanders (1990) 'Measuring Organizational Cultures: A Qualitative and Quantitative Study across Twenty Cases' *Administrative Science Quarterly*, 35, 286-316.

Holstein, J. A. & J. F. Gubrium (1997) 'Active Interviewing,' (pp. 113-129) In Silverman (Ed.) *Qualitative Research: Theory, Method and Practice*. London: Sage Publications.

Hosking, D. & Morley, I. E. (1991) *A Social Psychology of Organising: People, Processes and Contexts*. New York: Harvester Wheatsheaf.

Iacobucci, D., K. A. Grayson & A. L. Ostrom (1994) 'The Calculus of Service Quality and Customer Satisfaction: Theoratical and Empirical Differentiation and Integration,' In Swartz, T. A., D. E. Bowen & S. W. Brown (Eds) *Advances in Services Marketing and Management: Research and Practice*, Vol. 3, (pp.1-67) Greenwich, Connecticut: Jai Press Inc.

Jick, T. D. (1979) 'Mixing Qualitative and Quantitative Methods: Triangulation in Action,' *Administrative Science Quarterly*, 24, 603-611.

Johns, N. (1996) 'The Developing Role of Quality in the Hospitality Industry,' in Olsen, M. D., Teare, R. & Gummesson E. (Eds.) *Service Quality in Hospitality Organizations*. (pp. 9-26) London: Cassell.

Johns, N. & Lee-Ross, D. (1997) 'A Study of Service quality in Small Hotels and Guesthouses,' *Progress in Tourism and Hospitality Research*, Vol. 3, 351-363.

Johnston, R. & J. Heineke (1998) Exploring the Relationship Between Perception and Performance: Priorities for Action." *The Service Industries Journal*, 18, 1, 101-112.

Joseph, M. & Joseph, B. (1997) 'Service Quality in Education: A Student Perspective,' *Quality Assurance in Education*, 5, 1, 15-21.

Kabanoff, B., R. Waldersee & M. Cohen (1995) "Espoused Values and Organizational Change Themes" *Academy of Management Journal*, 38, 4, 1075-1104.

Kaplan, R. S. & Norton, D. P (1992) "The Balanced Scorecard—Measures that Drive Performance," *Harvard Business Review*, Vol. 70, No. 1, pp. 71-79.

Kaplan, R. S. & Norton, D. P (1993) "Putting the Balanced Scorecard to work," *Harvard Business Review*, Vol. 71, No. 5, pp. 134-147.

Kelly, S. W., J. H. Donnelly, JR. & S. J. Skinner (1990) 'Customer Participation in Service Production and Delivery.' *Journal of Retailing*, Vol. 66, No. 3, pp. 315-335.

Kilmann, R. H. & Saxton, M. J. (1983) *The Kilmann-Saxton Culture-Gap Survey*. PA: Organizational Design Consultants.

Kilmann, R. H., Saxton, M., Serpa, R. et al. (1985) *Gaining Control of the Corporate Culture*. San Francisco: Jossey-Bass.

King, J. (1970) 'The Typology of Universities,' *Higher Education Review*, 2, 3, 52-61.

King, N. (1994) 'The Qualitative Research Interview.' (p. 14-36) In Cassell C. & G. Symon (eds.) *Qualitative Methods in Organizational Research: A Practical Guide*. London: Sage Publications.

Kinnear, P. R. & C. D. Gray (1997) *SPSS for Windows Made Simple*. (2nd Ed.) East Sussex: Psychology Press Ltd.

Klein, A. S., Masi, R. J. & Weidner C. K. III (1995) 'Organizational Culture, Distribution and Amount of Control, and Perceptions of Service Quality:

An Empirical Study of Linkages' *Group & Organization Management*, Vol. 20, No. 2, June, 122-148.

Klein, K. J., Dansereau, F. & Hall, R. J. (1994) 'Levels Issues in Theory Development, Data-Collection, and Analysis,' *Academy Of Management Review*, 19, No.2, 195-229.

Knights, D. & Willmott, H. C. (1987) 'Organizational Culture as Management Strategy: A Critique and Illustration from the Financial Service Industries.' *International Studies of Management & Organization*, 17, 3, 40-63.

Koene, B. A., Boone, C. A. J. J. & Soeters, J. L. (1997) 'Organizational Factors Influencing Homogeneity and Heterogeneity of Organizational Cultures,' In Sackman, S. A. (ed.) *Cultural Complexity in Organizations: Inherent Contrasts and Contradictions*. (pp. 273-293) Thousand Oaks: Sage Publications.

Kotter, J. P. (1995) 'Leading Change: Why Transformation Efforts Fail' *Harvard Business Review*, March-April, 59-67.

Kotter, J. P. & Heskett, J. L. (1992) *Corporate Culture and Performance*. NY: The Free Press.

Krefting, L. & Frost, P. J. (1985) 'Untangling webs, surfing waves, and wildcatting: A multiple-metaphor perspective on managing organizational culture,' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (eds.) *Organisational Culture*. (pp. 155-168) Newbury Park: Sage Publications.

Kunst, P. & Lemmink, J. (1995) *Managing Service Quality*. London: Paul Chapman Publishing Ltd.

Ledgerwood, C. E., Crotts, J. C. & Everett, A. M. (1998) 'Antecedents of Employee Burnout in the Hotel Industry,' *Progress in Tourism and Hospitality Research*, 4, 31-44.

Leung, K. & M. H. Bond (1989) 'On the Empirical Identification of Dimensions for Cross-Cultural Comparisons,' *Journal of Cross-Cultural Psychology*, 20, 133-151.

Light, R. J. & Pillemer, D. B. (1984) *Summing Up: The Science of Reviewing Research*. Cambridge: Harvard University Press.

Liljander, Veronica & Tore Strandvik (1995) "The Relation between Service Quality, Satisfaction and Intentions," In Kunst, Paul & Jos Lemmink (Eds.) *Managing Service Quality* (pp. 45-61) London: Paul Chapman Publishing Ltd.

Linstead, S., Small, R. G. & Jeffcutt, P. (1996) *Understanding Management*, London: SAGE Publications.

Mangione, T. W. (1995) *Mail Surveys: Improving the Quality*. Thousand Oaks: Sage Publications.

Marshall, C. & Rossman, G. B. (1989) *Designing Qualitative Research*. Newbury Park: Sage Publications.

Martin, J. (1992) *Cultures In Organizations: Three Perspectives*. New York: Oxford University Press, Inc.

Martin, J. & Frost, P. (1996) 'The Organizational Culture War Games: a Struggle for Intellectual Dominance,' In Clegg, S. R., Hardy, C. & Nord, W. R.(Eds.) *Handbook of Organization Studies*. (pp. 599-621) London: Sage Publications.

Martin, J. & Meyerson, D. (1988) 'Organizational Cultures and the Denial, Channeling and Acknowledgement of Ambiguity,' In Pondy, L. R. et al. (eds.), *Managing Ambiguity and Change*. Chichester: John Wiley & Sons.

Martin, J., Sitkin, S. B. & Boehm, M. (1985) 'Founders and the Elusiveness of a Cultural Legacy' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (Eds.) (pp. 99-124) *Organisational Culture*. Newbury Park: Sage Publications.

McCasky, M. B. (1988) 'The Challenge of Managing Ambiguity and Change' In Pondy, L. R., Boland, R. L., Jr. & Thomas, H. (Eds.) *Managing Ambiguity and Change* (pp. 1-15) Chichester: John Wiley & Sons.

McDonald, P. (1991) 'The Los Angeles Olympic Organizing Committee: Developing Organisational Culture in the Short Run.' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (Eds.) (pp. 26-38) *Reframing Organisational Culture*. Newbury Park: Sage Publications.

Mels, G., Boshoff, C. & Nel, D. (1997) 'The Dimensions of Service Quality: The Original European Perspective Revisited,' *The Service Industries Journal*, 17, 1, 173-189.

Meyer, A. & Westerbarkey, P. (1996) 'Measuring and Managing Hotel Guest Satisfaction,' in Olsen, M. D., Teare, R. & Gummesson E. (Eds.) *Service Quality in Hospitality Organizations*. (pp. 185-203) London: Cassell.

Meyerson, D. & Martin, J. (1987) 'Cultural Change: An Integration of Three Different Views', *Journal of Management Studies*, 24, 6, pp. 623-647.

Miles, M. B. & Huberman, A. M. (1994) *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks: Sage.

Miller, J. & Glassner, B. (1997) 'The 'Inside' and the 'Outside': Finding Realities in Interviews,' (pp. 99-112) In Silverman (Ed.) *Qualitative Research: Theory, Method and Practice*. London: Sage Publications.

Morgan, G. (1986) *Images of Organization*. Beverly Hills: Sage.

Moser, C. & Kalton, G. (1971) *Survey Methods in Social Investigations*. (2nd Ed.) Aldershot, Hants: Gower.

Mullins, L. J. (1998) *Managing People in the Hospitality Industry*. (3rd Ed.) Essex: Longman.

Nailon, P. (1981) *Theory and Art in Hospitality Management*. University of Surrey Inaugural Lecture.

Naumann, E. & Giel, K. (1995) *Customer Satisfaction Measurement and Management*. Cincinnati, Ohio: Thomson Executive Press.

Normann, R. (1991) Service Management: Strategy and Leadership in Service Business. 2nd ed. Chichester: John Wiley & Sons.

Oliver, R. L. (1980) "A Cognitive Model of the Antecedents and Consequences of Satisfaction Decisions," *Journal of Marketing Research*, Vol. 17 (November), 460-469.

Olsen, M. D., Teare, R. & Gummesson E. (1996) (Eds.) *Service Quality in Hospitality Organizations*. London: Cassell.

Olshavsky, R. W. & Miller, J. A. (1972) "Consumer Expectations, Product Performance and Perceived Product Quality", *Journal of Marketing Research*, Vol. 9 (February), 19-21.

Oppenheim, A. N. (1992) Questionnaire Design, Interviewing and Attitude Measurement. London: Pinter Publishers.

O'Reilly, C. A., III, Chatman, J. A. & Caldwell, D. (1991) 'People and Organizational Culture: A Profile Comparison Approach to Assessing Person-Organization Fit." *Academy of Management Journal*, 3, 487-516.

Ouchi, W. (1981) Theory Z: How American Business Can Meet the Japanese Challenge. Reading , MA: Addison-Wesley.

Ouchi, W. & J. Johnson (1978) 'Types of Organizational Control and Their Relationship to Emotional Well-being.' *Administrative Science Quarterly*, 23, 293-317.

Owlia, M. S. & Aspinwall, E. M. (1996) 'A Framework for the Dimensions of Quality in Higher Education,' *Quality Assurance in Education*, 4, 2, 12-20.

Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (1985) "A Conceptual Model of Service Quality and its Implications for Future Research," *Journal of Marketing*, Vol. 49 (Fall), 41-50.

Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (1988) "SERVQUAL: Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality," *Journal of Retailing*, Vol. 64, No. 1, 12-40.

Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (1993) "More on Improving Service Quality Measurement," *Journal of Retailing*, Vol. 69, No. 1, 141-147.

Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (1994a) "Reassessment of Expectations as a Comparison Standard in Measuring Service Quality: Implications for Further Research," *Journal of Marketing*, Vol.58 (January), 111-124.

Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (1994b) "Alternative Scales for Measuring Service Quality: A Comparative Assessment Based on Psychometric and Diagnostic Criteria," *Journal of Retailing*, Vol. 70, 3, 201-230.

Pascale, R. (1991) Managing On The Edge: How Successful Companies Use Conflict To Stay Ahead. London: Penguin Books.

Peter, J. P., Churchill, G., JR. & Brown, T. J. (1993) "Caution in the Use of Difference Scores in Consumer Research," *Journal of Consumer Research*, Vol. 19 (March), 655-662.

Peters, T. & Waterman, R. (1982) *In Search of Excellence*. New York: Harper & Row.

Pettigrew, A. M. (1979) 'On Studying Organizational Cultures,' *Administrative Science Quarterly*, 24, 570-581.

Phillips, E. M. & Pugh, D. S. (1994) *How to Get a PhD: A Handbook for Students and their Supervisors*. 2nd Ed. Buckingham: Open University Press.

Pitt, L. F. & Jeantrout, B. (1994) 'Management of Customer Expectations in Service Firms: A Study and a Checklist,' *The Service Industries Journal*, 14, 2, 170-189.

Pitt, M., Bruwer, J. & Nel, D. & Berthon P. (1999) 'A framework for research in internal marketing and the study of service quality: some propositions,' *Management Research News*, 27 October 1999, vol. 22, no. 7, p. 1.

Platt, J. (1992) '"Case Study" in American Methodological Thought,' *Current Sociology*, 40, 17-48.

Pondy, L. R., Boland, R. L., Jr. & Thomas, H. (1988) *Managing Ambiguity and Change*. Chichester: John Wiley & Sons.

Preston, D., Wilson, J. & Davies, M. (1992) 'Does accommodation play a part in students' choice of university?' *Higher Education Review*, Vol. 25, No. 1, 57-67.

Quin, R. E. & McGrath, M. (1985) 'The Transformation of Organizational Cultures: A Competing Values Perspective,' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (eds.) *Organisational Culture*. (pp. 315-334) Newbury Park: Sage Publications.

*QSR NUD*IST 4 User Guide*. (2nd ed.) Qualitative Solutions and Research Pty Ltd.

Residential Accommodation Brochure. St Andrews: The University of St Andrews.

Residential & Business Services Newsletter,

Residents' Charter. Glasgow: The University of Strathclyde.

Rokeach M. (1973) *The Nature of Human Values*. New York: The Free Press.

Rosen, M. (1985) 'Breakfast at Spiro's: Dramaturgy and dominance,' *Journal of Management*, 11, 2, 31-48.

Rosen, M. (1991) 'Breakfast at Spiro's: Dramaturgy and Dominanace' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (Eds.) (pp. 77-89) *Reframing Organisational Culture*. Newbury Park: Sage Publications.

Rousseau, D. M. (1990) 'Assessing Organizational Culture: The Case for Multiple Methods.' In Schneider, B. *Organizational Climate and Culture*, (pp. 153-192) San Francisco: Jossey-Bass Publishers.

Rowley, J. (1997) 'Beyond Service Quality in Higher Education and Towards a Service Contract,' *Quality Assurance in Education*, 5, 1, 7-14.

Rust, R. T. & Oliver, R. L. (1994) *Service Quality: New Directions in Theory and Practice*. Thousand Oaks: Sage Publications.

SPSS Base 7.5 Applications Guide. (1997) Chicago: SPSS, Inc.

Sackman, S. A. (1997) Cultural Complexity in Organizations: Inherent Contrasts and Contradictions. (pp. 160-186) Thousand Oaks: Sage Publications.

Sackman, S. A. (1991) Culture Knowledge in Organizations: Exploring the Collective Mind. Newbury Park: Sage Publications.

Saffold, G. S. III (1988) 'Culture Traits, Strength, and Organizational Performance: Moving Beyond "Strong" Culture,' *Academy of Management Review*, 13, 4, 546-558.

Sandelands, L. E. & Srivatan, V. (1993) 'The Problem of Experience in the Study of Organisations.' *Organisation Studies*, Vol. 14, No. 1, pp. 1-22.

Saren, M. & Tzokas, N. (1998) 'The Nature of the Product in Market Relationships: A Pluri-Signified Product Concept,' *Journal of Marketing Management*, 14, 445-464.

Schein, E. H. (1985) *Organisational Culture and Leadership*. San Francisco: Jossey Bass.

Schein, E. H. (1991) 'The Role of the Founder in the Creation of Organisational Culture.' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (Eds.) (pp. 14-25) *Reframing Organisational Culture*. Newbury Park: Sage Publications.

Schneider, B. (1990) *Organizational Climate and Culture*. San Francisco: Jossey-Bass Publishers.

Schneider, B. & Bowen, D. E. (1995) *Winning the Service Game*. Boston, Massachusetts: Harvard Business School Press.

Schneider, B. & Chung, B. (1993) 'Creating Service Climates for Service Quality,' in Scheuing, E. & Christopher, W. (Eds.) *The Service Quality Handbook*. (pp. 124-133) NY: AMACOM.

Schultz, M. & Hatch, M. J. (1996) 'Living With Multiple Paradigms: The Case of Paradigm Interplay in Organizational Culture Studies,' *Academy of Management Review*, 21, 2, 529-557.

Scott, P. (1995) *The Meanings of Mass Higher Education*. Buckingham: The Society for Research into Higher Education & Open University Press.

Sheridan, J. E. (1992) 'Organizational Culture and Employee Retention' *Academy of Management Review*, 35, 5, pp. 1036-1056.

Sherif, M. (1966) Group Conflict and Co-operation: Their Social Psychology. London: Routledge & Kegan Paul Ltd.

Shugan, S. M. (1994) 'Explanations for the Growth of Services' In Rust, R. T. & Oliver, R. L. *Service Quality: New Directions in Theory and Practice*. (pp. 223-240) Thousand Oaks: Sage Publications.

Siegel, S. & Castellan, J. N. (1988) *Nonparametric Statistics for the Behavioural Sciences*, 2nd ed., NY: McGraw-Hill Book Company.

Siehl, C. & Martin, J. (1988) 'Mixing Qualitative and Quantitative Methods,' In Jones, M. O., M. D. Moore & R. C. Snyder (Eds.) *Inside Organizations: Understanding the Human Dimension*. London: Sage Publications.

Siehl, C. & Martin, J. (1990) 'Organizational Culture: A Key to Financial Performance?' In Schneider, B. *Organizational Climate and Culture*, (pp. 241-281) San Francisco: Jossey-Bass Publishers.

Sporn, B. (1996) 'Managing University Culture: An Analysis of the Relationship between Institutional Culture and Management Approaches.' *Higher Education*, 32, 41-61.

Smart, J. C. & John, E. P. (1996) 'Organizational Culture and Effectiveness in Higher Education: A Test of the "Culture Type" and "Strong Culture" Hypotheses.' *Educational Evaluation and Policy Analysis*, 18, 3, 219-241.

Smircich, L. (1983a) 'Studying Organizations As Cultures.' (pp. 160-172) In G. Morgan (ed.), *Beyond Method*, Newbury Park: Sage Publications.

Smircich, L. (1983b) 'Concepts of Culture and Organizational Analysis' *Administrative Science Quarterly*, 28, 339-358.

Smith, D., Scott, P. & Lynch, J. (1995) *The Role of Marketing in the University and College Sector: A Study of how Marketing is Organised and Defined in British Universities and Colleges, as Compared with Other Sectors.* Centre for Policy Studies in Education: University of Leeds.

Solomon, M. R., Surprenant, C., Czepiel, J.A., & Gutman, E. G. (1985) "A Role Theory Perspective on Dyadic Interactions: The Service Encounter," *Journal of Marketing*, Vol. 49 (Winter), 99-111.

Statistical Information: 1996 – Information on students and staff in academic departments. University of Strathclyde.

Staw, B. M. & Sanderlands, L. E. & Dutton, J. E. (1981) 'Threat-Rigidity Effects in Organiztional Behavior: A Multilevel Analysis', *Administrative Science Quarterly*, 26, 501-524.

Stevenson, W. B. & Bartunek, J. M. (1996) "Power, Interaction, Position, and the Generation of Cultural Agreement in Organizations," *Human Relations*, 49,1, 75-104.

Strategic Plan 1997-2001. Glasgow: The University of Strathclyde.

Student Accommodation at the University of Strathclyde John Anderson Campus 1997/98. Glasgow: The University of Strathclyde.

Student Accommodation at the University of Strathclyde Jordanhill Campus 1997/98. Glasgow: The University of Strathclyde.

Swan, John. E. & Combs, L. J. (1976) "Product Performance and Consumer Satisfaction: A New Concept" *Journal of Marketing*, Vol. 40 (April), 25-33.

Swartz, T. A., Bowen, D. E. & Brown, S. W. (1994) *Advances in Services Marketing and Management: Research and Practice*, Vol. 3, Greenwich, Connecticut: Jai Press Inc.

Teas, R. K. (1994) "Expectations as a Comparison Standard in Measuring Service Quality: An Assessment of A Reassessment", *Journal of Marketing*, Vol.58 (January), 132-139.

Teas, R. K. (1993) "Expectations, Performance Evaluation, and Consumers' Perception of Quality," *Journal of Marketing*, Vol. 57 (October), 18-34.

Thompson, A. G. H. & Suñol, R. (1995) ' Expectations as Determinants of Patient Satisfaction: Concepts, Theory and Evidence,' *International Journal for Quality in Health Care*, 7, 2, 127-141.

Thompson, K. R. & Luthans, F. (1990) 'Organizational Culture: A Behavioral Perspective' (pp. 319-344) In Schneider, B. (Ed.) *Organizational Climate And Culture*, San Francisco: Jossey-Bass Publishers.

Tight, M. (1988) 'Institutional Typologies,' *Higher Education Review*, 20, 3, 27-51.

Tight, M. (1996) 'University Typologies Re-examined,' *Higher Education Review*, 29, 1, 57-77.

Trice, H. M. & Beyer, J. M. (1985) Using six organisational rites to change culture. In Kilmann, R. H. et al., *Gaining Control of the Corporate Culture*. San Francisco: Jossey-Bass.

Trice, H. M. & Beyer, J. M. (1993) *The Cultures of Work Organizations*. New Jersey: Prentice Hall.

Tse, D. K. & Wilton, P. C. (1988) 'Models of Consumer Satisfaction Formation: An Extension,' *Journal of Marketing Research*, Vol. 25 (May), 204-212.

Turner, G. B. & Spencer, B. (1997) 'Understanding the Marketing Concept as Organisational Culture,' *European Journal of Marketing*, 31, 2, 110-121.

Van Maanen, J. (1991) 'The Smile Factory: Work at Disneyland' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (Eds.) (pp. 58-76) *Reframing Organisational Culture*. Newbury Park: Sage Publications.

Van Maanen, J. & Barley, S. R. (1985) 'Cultural Organisations: Fragments of a Theory' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. &

Martin, J. (Eds.) (pp. 31-54) *Organisational Culture*. Newbury Park: Sage Publications.

Van Maanen, J. & Kunda, G. (1989) 'Real feelings: emotional expression and organisational culture.' In Staw, B. M. & Cummings, L. L. (eds.) *Research in Organizational Behaviour*, Vol. 11. Greanwich: JAI Press.

Verbeke, W., Volgering, M. & Hessels, M. (1998) 'Exploring the Conceptual Expansion within the Field of Organizational Behaviour: Organizational Climate and Organizational Culture,' *Journal of Management Studies*, 35, 3, 303-329.

Watson, T. J. (1982) 'Group Ideologies and Organisational Change' *Journal of Management Studies*, Vol. 19, No. 3, pp. 259-275.

Webb, E. & Weick, K. E. (1979) 'Unobtrusive Measures in Organizational Theory: A Reminder,' *Administrative Science Quarterly*, 24, 650-659.

Weick, K. E. (1991) 'The Vulnerable System: an analysis of the Tenerife air disaster,' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (eds.) *Reframing Organisational Culture*. Newbury Park: Sage Publications.

Weiner, Y. (1988) 'Forms of Value Systems: A Focus on Organizational Effectiveness and Cultural Change and Maintenance' *Academy of Management Review*, 13, 4, 534-545.

Wilkins, A. L. & Ouchi, W. G. (1983) 'Efficient Cultures: Exploring the Relationship between Culture and Organisational Performance.' Administrative Science Quarterly, Vol. 28, pp. 468-481.

Wilson, A. (1997) 'The Nature of Corporate Culture Within a Service Delivery Environment." *International Journal of Service Industry Management*, 8, 1, 87-102.

Wilson, D. C. (1992) Strategies for Change: Concepts and Controversies in the Management of Change. London: Routledge Series in Analytical Management.

Wolcott, H. F. (1990) *Writing Up Qualitative Research*. Newbury Park: Sage Publications.

Woods, R. H. (1996) 'The Role of Organizational Culture in Service,' In Olsen, M. D., Teare, R. & Gummesson E. (1996) (Eds.) *Service Quality in Hospitality Organizations*. (pp. 27-40) London: Cassell.

Xenikou, A. & Furnham, A. (1996) 'A Correlation and Factor Analytic Study of Four Questionnaire Measures of Organizational Culture,' *Human Relations*, 49, 3, 349-371.

Yates, A. J. (1962) *Frustration and Conflict*. New York: John Wiley & Sons, Inc.

Ybema, S. B. (1997) 'Telling Tales: Contrasts and Commonalities within the Organization of an Amusement Park — Confronting and Combining Different Perspectives.' In Sackman, S. A. (ed.) *Cultural Complexity in Organizations: Inherent Contrasts and Contradictions*. (pp. 160-186) Thousand Oaks: Sage Publications.

Yin, R. K. (1981) 'The Case Study Crisis: Some Answers,' *Administrative Science Quarterly*, 26, 58-65.

Yin, R. K. (1992) 'The Case Study Method as a Tool for Doing Evaluation,' *Current Sociology*, 40, 121-137.

Yin, R. K. (1994) *Case Study Research: Design and Methods*. 2nd ed. Thousand Oaks: Sage Publications.

Young, E. (1991) 'On the Naming of the Rose: Interests and Multiple Meanings as Elements of Organisational Culture' In Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C. & Martin, J. (eds.) Reframing Organisational Culture. Newbury Park: Sage Publications.

Zeithaml, V. A., Parasuraman, A. & Berry, L. L. (1990) Delivering Quality Service: Balancing Customer Perceptions and Expectations, New York, NY: The Free Press.